



Report of the Third Regional Workshop for the Caribbean Fisherfolk Action Learning Group



October 5-8, 2015

Antigua and Barbuda

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1 INTRODUCTION

The Caribbean Natural Resources Institute (CANARI) in collaboration with its project partners facilitated the third regional Caribbean fisherfolk action learning group workshop, as part of the project “Enhancing food security from the fisheries sector in the Caribbean: Building the capacity of regional and national fisherfolk organisation networks to participate in fisheries governance and management”¹. This project, funded by the European Union Europe Aid Program² is being implemented over a four year period (2013 - 2016).

The project is being implemented by CANARI in partnership with the Centre for Resource Management and Environmental Studies (CERMES) of the University of the West Indies (UWI) and Panos Caribbean, in association with the Caribbean Network of Fisherfolk Organisations (CNFO) and the Caribbean Regional Fisheries Mechanism (CRFM). The goal of the project is to improve the contribution of the small-scale fisheries sector to food security in the Caribbean by building the capacity of regional and national fisherfolk organisation networks to participate in governance.

The project spans seventeen (17) Caribbean countries: Anguilla, Antigua and Barbuda, the Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Lucia, St. Kitts and Nevis, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago and Turks and Caicos Islands.

This report of the third regional Fisherfolk Leaders Action Learning Group (FFALG) workshop provides an overview of the objectives, methodology, highlights and main findings from sessions, and next steps. It will serve as a reference for the FFALG as they seek to provide the sustained and responsive support needed for the development of the fisherfolk organisations. The workshop was held in Antigua and Barbuda, from October 5-8, 2015.

2 OBJECTIVES OF THE WORKSHOP

The objectives of the workshop were for the members of the Fisherfolk Action Learning Group to:

- report on their participation as fisherfolk in policy and decision-making processes;
- identify lessons learnt and make recommendations for priority actions by fisherfolk to support the objectives of the *Strengthening Caribbean Fisherfolk to Participate in Governance* project and other CNFO related projects (e.g. ECMMAN and CLME⁺ Project);
- participate in the review of key fisheries policies and projects and determine the implications for sustainable small-scale fisheries development in the Caribbean;
- determine the way forward for the formalisation of the CNFO;
- develop their leadership capacity;

¹ <http://www.canari.org/cm2.asp>

² http://eeas.europa.eu/delegations/guyana/index_en.htm

- input into the draft communication and advocacy strategy and action plan for the CNFO and;
- undertake a participatory evaluation of key issues facing a fisherfolk organisation in Barbuda

3 FORMAT OF WORKSHOP

The workshop was delivered over four days and followed a prepared agenda (please see the agenda at Appendix 1). The first three days covered the following sessions on the agenda:

- Progress report on implementation of the Strengthening Caribbean Fisherfolk to Participate in Governance project
- Updates on global, regional and national fisheries policies and projects
- Fisherfolk engagement in policy influence and lessons learnt
- Formalisation of the CNFO
- Explanation of the relevance of the Marine Stewardship Council in the Caribbean
- Leadership Development of FFALG members.

Each session was led by a facilitator, and included presentations by facilitators and resources persons, and interactive exercises among participants such as plenary presentations, discussions and small-group work.

The final day of the workshop was used to undertake an evaluation of a fishing group in Antigua³.

4 PARTICIPANTS

Participants at the workshop were the members of the Caribbean fisherfolk action learning group, comprising fourteen (14) fisherfolk leaders from fourteen (14) project countries, the Coordinator of the CNFO; Fisheries Officer from Saint Lucia, Chief Fisheries Officer from St. Vincent and the Grenadines, Senior Fisheries Officer from Suriname, Fisheries Officer from Haiti⁴. Also participating were resource persons from CANARI, UWI-CERMES, CNFO and CRFM and two other fisherfolk leaders from Antigua and Barbuda. A representative from the Sustainable Development Division of the Organisation of Eastern Caribbean States (OECS) also participated. A complete list of participants is provided in Appendix 2.

5 FINDINGS/HIGHLIGHTS

³ This activity was originally scheduled on the agenda to be undertaken with the Barbuda Fishermen Cooperative Society in Barbuda, however due to the unforeseen cancellation of the ferry service from Antigua to Barbuda on the field trip day the evaluation was instead held with the Antigua Spearfishing Association in Antigua.

⁴ Mr. Wilner Romain, Fisheries Officer, Haiti was asked to represent Haiti on the FFALG as the FFALG member, Mr. Joseph Freckson could not attend due to his inability to secure a US Visa for travel to Antigua and Barbuda.

5.1 Welcome

Mr. Terrence Phillips, Senior Technical Officer, CANARI welcomed the participants to the workshop and provided an initial brief review of the Strengthening Caribbean Fisherfolk to Participate in Governance (SCFPG) project and introduced the representatives from the project partner organisations that were present: Ms. June Masters, Statistics and Information Analyst, CRFM; Dr. Patrick McConney, Senior Lecturer UWI-CERMES; and Ms. Nadine Nembhard, Secretary, CNFO.

Participants were reminded that the role of the Caribbean Fisherfolk Action Learning Group was to act as change agents from across the region to lead, catalyse, facilitate and support effective participation of fisherfolk in governance and management of the small scale fisheries sector in the Caribbean.

5.2 Project overview and progress report

Ms. Melanie Andrews, Technical Officer, CANARI provided an overview of the SCFPG project and updated participants on the project's progress to date (please see presentation attached at Appendix 3). The presentation included a reminder on the objectives of the project, with these being to:

- strengthen the CNFO and its member NFOs in the seventeen (17) project countries;
- build the capacity of the regional and national networks of fisherfolk organisations and their individual members to better participate in fisheries governance and management at the national and regional levels;
- enhance communication within and among the networks of fisherfolk organisations for exchange of information, collaboration, and development of consensus on policy for the governance of Caribbean fisheries in relation to food security; and
- improve the effectiveness and equity of participation of fisherfolk in decision-making processes in the governance of Caribbean fisheries in relation to food security

It was also pointed out that the key activities under the four-year project had already been completed or were nearing completion, including:

- A needs assessment which identified the gaps that existed in the capacity of the fisherfolk organisations in the region to participate in governance in the fishing sector at both the national and regional levels
- A fisherfolk mentor programme in which a mentor was assigned to a fishing group in each of the seventeen (17) project countries to provide support to the groups throughout the duration of the project
- Second round of national fisherfolk workshops in eight of the project countries
- Approval of nine project proposals from nine fisherfolk organisations for funding from the Fisherfolk Strengthening Fund, the small grant facility under the SCFPG project (please refer to Appendix 4 for more details on the approved projects).

Following the overview and progress report presentations, participants introduced themselves, and established ground rules for the workshop such as keeping cell phones on silent or vibrate, as well as being on time for workshop sessions, breaks, lunch etc. Volunteers were also selected for the roles of

chair, rapporteur and mood investigator for each day of the workshop. This was followed by a review of the workshop agenda.

5.3 Progress report on the National Fisherfolk Workshops and the Fisherfolk Strengthening Fund

The Senior Technical Officer, CANARI, provided more detailed updates on the National Fisherfolk Workshops (NFWs) and the Fisherfolk Strengthening Fund (FSF) as set out below (please see full presentation at Appendix 5).

National Fisherfolk Workshops

The purpose of the NFWs was to build the capacity of national fisherfolk networks to participate in fisheries governance by:

- identifying challenges to fisherfolk organisations (FFOs) playing an effective role in fisheries governance and management;
- identifying priorities for strengthening FFOs;
- identifying opportunities for FFOs to address some of the challenges by getting involved in key national, regional and global policy and decision-making processes; and,
- confirming which challenges the project can help to address under the Fisherfolk Strengthening Fund

To date, the first round of eight (8) national fisherfolk workshops were completed (Year 2 [2014] of the project) in Anguilla (scoping visit), Barbados, Dominica, Grenada, Jamaica, Saint Lucia, Saint Vincent and The Grenadines, Suriname; and the second round of eight (8) national fisherfolk workshops was in progress (Year 3 [2015] of the project).

Fisherfolk Strengthening Fund

The €100,000 Fisherfolk Strengthening Fund, awarding grants, within the range of €\$1,000 - €10,000, was established to support actions (projects) by fisherfolk networks to build capacity to participate in fisheries governance and management.

The FSF was initially launched in September 12 to October 13, 2014. However, due to requests from fisherfolk organisations in the Saint Vincent and the Grenadines and Anguilla (due to hurricane Gonzalo which shut down Anguilla) an extension to October 31 was granted. A total of sixteen (16) project proposals were received from nine (9) of the project countries (Anguilla, Belize, Grenada, Guyana, Haiti, Jamaica, Saint Lucia, Trinidad and Tobago, Turks and Caicos).

In reviewing the proposals a low capacity among fisherfolk organisations for proposal writing was recognised. As such, an extensive technical review and refinement phase, for conditionally approved proposals, was undertaken to help build proposal writing capacity.

Nine proposals were approved from nine (9) fisherfolk organisations (see organisations listed below) in eight (8) of the project countries.

- Anguilla Fisherfolk Association (AFFA)
- Belize Federation of Fishers (BFF)
- Upper Corentyne Fishermen Cooperative Society Limited (UCFCSL)
- Union des Associations de Pêcheurs de Marigot (UNAPMA)
- Jamaica Fishermen Cooperative Union (JFCU)
- Saint Lucia Fisherfolk Cooperative Society Limited (SLFCSL)
- Castries Fishermen Cooperative Society Limited (CFCSL)
- Trinidad and Tobago Unified Fisherfolk (TTUF)
- Turks and Caicos Fishing Cooperative Incorporated (TCFCI)

The approved projects will be addressing issues such as internal governance, leadership, strategic planning, business planning, communication and advocacy, creating awareness about the benefits of fisherfolk organisations, accountability and literacy.

5.4 Updates on global, regional and national fisheries policies and projects

The purpose of this session was to review the current status of fisheries and related policies, programmes and projects being implemented at the global and regional levels and to identify opportunities for policy influencing as well as addressing issues facing the small-scale fisheries and fisherfolk organisations.

Working group session

The participants were divided into four working groups consisting of fisherfolk leaders and resource persons and each group was assigned one or two of the following policies or projects to examine and report on: Caribbean Large Marine Ecosystem (CLME⁺) project; Caribbean Community Common Fisheries Policy (CCCFP); Climate Change Adaptation in the Eastern Caribbean Fisheries Sector (CC4Fish), Blue Halo (Barbuda) project, Eastern Caribbean Marine Managed Areas Network (ECMMAN) and International Guidelines on Securing Sustainable Small-Scale Fisheries (SSF Guidelines). Each group was requested to address the following key questions:

- What opportunities do the policy/project present to address small-scale fisherfolk issues?
- What barriers do the policy/project present to address small-scale fisherfolk issues?
- Based on the above, what recommendations do you have for fisherfolk/fisherfolk leaders?

The groups presented their findings in plenary. Key findings from the plenary discussions are outlined in the tables below.

Caribbean Large Marine Ecosystem (CLME⁺) project

| | |
|----------------------|--|
| Opportunities | Project was offering opportunities for fisherfolk to be involved in fisheries governance at the regional and national levels |
|----------------------|--|

| | |
|------------------------|---|
| Barriers | Inadequate sharing of information by the focal point for the project. |
| Recommendations | <ul style="list-style-type: none"> ○ Each FFALG member should find out the CLME+ focal point in their country and determine how to become engaged in the project ○ Fisherfolk leaders should learn more about the CLME+ project ○ Determine the status of the inter-sectoral committee and their level of engagement ○ Determine if the CNFO can be a part of the CLME+ Steering Committee ○ Alert CLME+ project steering committee that they should seek to share more information on the project |

Caribbean Community Common Fisheries Policy (CCCFP)

| | |
|------------------------|--|
| Opportunities | All 17 CARICOM Member States will cooperate and collaborate for the conservation, management and sustainable utilisation of Caribbean fisheries resources. |
| Barriers | <p>National level implementation of the regional policy is a barrier for the following reasons:</p> <ul style="list-style-type: none"> - Need to upgrade national fisheries legislation - Determining a regional access protocol for fishing zones |
| Recommendations | <p>Become more informed about the Policy and share information in your organisations</p> <p>Attend and participate in consultations for further development of the policy</p> |

Climate Change Adaptation in the Eastern Caribbean Fisheries Sector (CC4Fish)

| | |
|------------------------|---|
| Opportunities | Fisheries sector should develop a climate change plan that includes all aspects including livelihoods and governance |
| Barriers | There is no clear mechanism as to how the other 10 non-Eastern Caribbean countries will benefit from this project |
| Recommendations | The network developed under the Caribbean Fisherfolk Action Learning Group can be used to share information on climate change |

Blue Halo (Barbuda) project

| | |
|------------------------|---|
| Opportunities | <i>No opportunities identified</i> |
| Barriers | <p>Project had an already established agenda that appeared to be “forced” upon the people in Barbuda</p> <p>Consultations with fishers were never used in determining legislation</p> |
| Recommendations | Fishers need to be more active in consultations and follow up on actions |

Eastern Caribbean Marine Managed Areas Network (ECMMAN)

| | |
|------------------------|--|
| Opportunities | Funding available for fisherfolk organisations to implement sustainable livelihood projects through the OECS-ECMMAN Livelihood Support Fund (LSF). The objective of the LSF is to support the undertaking of livelihood activities and micro-enterprises that would impact positively on the targeted Marine Parks of the six Eastern Caribbean countries. |
| Barriers | Low capacity for fisherfolk organisations to prepare proposals |
| Recommendations | <ul style="list-style-type: none"> ○ Share information with different islands outside of the OECS ○ Do project proposal training with fishers ○ Encourage greater involvement of the fisherfolk in the ECMMAN project |

International Guidelines on Securing Sustainable Small-Scale Fisheries (SSF Guidelines)

| | |
|------------------------|---|
| Opportunities | Fisherfolk can use the Guidelines to influence the development of international and regional fisheries arrangements and policies. |
| Barriers | National Fisheries Departments and policies are not yet up to speed |
| Recommendations | Need to make decision-makers and national leaders aware of these Guidelines and the needs of small-scale fisherfolk |

During the plenary discussions, it was noted that having access to information emerged as a recurring recommendation. The question was raised as to whether fisherfolk organisations were seeking this information or going to existing channels to get such information. Fisherfolk leaders were encouraged to use their existing networks and tools to access and share information. It was pointed out that the group could utilise the FFALG as a network beyond the end of the SCFPG project noting that the FFALG should be maintained beyond the project by the CNFO, as it was the CNFO’s FFALG.

5.5 Panel discussion on policy influencing by fisherfolk

The purpose of the panel discussion was to give fisherfolk leaders the opportunity to share their experiences in influencing policy at the national, regional and global levels. Panellists were encouraged to share experiences that include both successes and failures. It was noted that sharing lessons learned will help other fisherfolk organisations to improve on their actions in influencing policy.

The panel consisted of Nadine Nembhard, Secretary, CNFO; Vernel Nichols, President, Barbados National Union of Fisherfolk Organisation (BARNUFO); Leroy Gore, Barbuda Fishermen Cooperative Society; Glaston White, Treasurer, Jamaica Fishermen Cooperative Union (JFCU); and Mark Lall, Secretary, Visserscollectief.

Each panellist was asked to share their most recent experience in influencing policy at either the national, regional or global level, with the panellists being asked to address the following key questions:

- At what level was the policy influencing experience (national, regional, global)?
- Was the outcome of the policy influencing activity considered a success or a failure?
- Briefly provide details of the experience
- State why you consider the outcome to be a success or a failure

- Share key lessons learned

Nadine Nembhard - Secretary, Caribbean Network of Fisherfolk Organisations (CNFO)

The CNFO representative attended a global meeting in Cambodia on tenure and fishing rights in fisheries that was co-organised by the United Nations Food and Agriculture Organisation (FAO). Initially CNFO was not invited to the meeting, but CNFO reached out to the FAO and advised them that use rights is a topic of importance to Caribbean fisherfolk and that the CNFO would like to participate on their behalf. The CNFO saw it as important to participate because agendas were being set with little input from Caribbean fisherfolk. At the meeting, CNFO was given an opportunity to sit on a panel and make a presentation on the CNFO's position on Rights Based Approaches to management.

The policy influencing opportunity was seen as a success and lessons learned shared included:

- Know your allies, communicate with them, debrief and share information
- Be prepared when attending policy influencing meetings.

Vernel Nichols, President, Barbados National Union of Fisherfolk Organisation (BARNUFO)

The FFALG member had the opportunity to attend the World Small Scale Fisheries Conference in Mexico. Initially, the meeting was very technical but fishers were given an opportunity to speak to issues affecting them. It was observed however, that fishers were timid in wanting to address the policy makers from their respective countries.

The policy influencing opportunity was seen as neither a success nor a failure and lessons learned shared included:

- When attending these meetings fishers need to speak up because silence may be perceived as a lack of interest.
- It is important to be aware of the issues and to make the respective national fisheries departments aware of fisherfolk's attendance at these meetings so that they know what is going to be done. This will encourage them to take fisherfolk seriously.

Leroy Gore - Barbuda Fishermen Cooperative Society (BFCS)

During the implementation of the Blue Halo project in Barbuda, fishers were consulted on the development of a new law that would have potential impacts on fishers' livelihoods in Barbuda. When the law was eventually passed it was realized that although there were consultations with fishers, our views were not considered in the final outcome of the law. As a result, fishers in Barbuda took action to have the law repealed by starting a petition. The petition was signed by 71 of 74 fishers on the island. Unfortunately the petition was ignored. In spite of this, the BFCS continues to work toward improving communication and community strength in an effort to reverse a culture of policy makers not consulting with fishers.

Glaston White - Treasurer, Jamaica Fishermen Cooperative Union (JFCU)

Jamaica had issued permission for oil companies to do oil exploration in traditional fishing waters, however fishers were not consulted before this decision was made. Fishers took action by writing to the government stating that they could not give permission for use of these traditional waters without consultation with fishers. Consequently, government halted exploration work and consulted with fishers. Based on the consultations it was agreed that there would be designated areas where oil explorers would not be permitted and that there would be compensation for fishers who lose traps and equipment due to oil exploration. Fisherfolk groups also formed a committee to seek compensation for fishers.

The policy influencing opportunity was seen as a success and lessons learned shared included:

- Because of the intervention by fisherfolk, fisherfolk are now recognised
- Fisherfolk now feel comfortable that there is a group that will represent their needs
- Data collected by government should be shared with fishers, and vice versa, when decisions need to be made

Mark Lall - Secretary, Visserscollectief

Fisherfolk in Suriname were recently able to work with government to develop a Fisheries Management Plan. This opportunity arose because fisherfolk were learning to see the value of organising. However, more work was still needed to teach fishers how to organise better and how to communicate and be involved in decision making.

5.6 Updates from Chief Fisheries Officers on national fisheries policies, plans and projects

Following the panel session, the Chief Fisheries Officer and Fisheries Officers from St. Vincent and the Grenadines, Suriname and Saint Lucia were given an opportunity to update participants on new developments with fisheries policies, plans and projects in their respective countries.

Saint Vincent and the Grenadines

The Chief Fisheries Officer (CFO) for Saint Vincent and the Grenadines noted that a Fisheries and Aquaculture Policy was drafted, with consultations, in 2012, and the policy was sent to Cabinet for approval. She noted, however, that it was taking some time to be approved.

The CFO also highlighted some of the work being undertaken by the Fisheries Department in collaboration with other partners including:

- Japan International Cooperation Agency (JICA) project to upgrade some fisheries policies
- CANARI on the SCFPG project
- Sustainable Grenadines (Sus-Gren) project to deal with issues related to Illegal, Unreported and Unregulated (IUU) fishing

She noted that in addition to these projects the Fisheries Department was continuing its regular work in terms of managing the marine areas of the Saint Vincent and the Grenadines.

Suriname

The Senior Fisheries Officer for Suriname noted that the Fisheries Department through the REBYC II project was working with fisherfolk to set up a national fisherfolk organisation. She stated that “small-scale fishers in Suriname have a lot of issues and challenges but they are not organised so they are by passed.” She highlighted that one key issue for fisherfolk that would need advocacy is security because no law was ever passed to establish a coast guard.

Saint Lucia

The Fisheries Officer for Saint Lucia informed the group that a draft Fisheries Management Plan has been prepared for Saint Lucia, but has not yet been approved. He further noted that the National Food Production policy currently only considers aquaculture, however efforts were being made to include considerations for capture fisheries as well. He further highlighted some of the ongoing work of the Fisheries Department including:

- the establishment of a fisher/farmer pension scheme
- mainstreaming climate change considerations in all work programmes of the Department
- building awareness for the need to include the marine environment in disaster and recovery plans

5.7 Formalisation of the Caribbean Network of Fisherfolk Organisations (CNFO)

The Caribbean Network of Fisherfolk Organisations held a meeting of its membership present at the workshop to discuss the use of CNFO’s online FFALG working group forum; sponsorship for FFALG members to attend the Gulf and Caribbean Fisheries Institute meeting in Panama; and the formalisation of the CNFO. The minutes from the CNFO’s meeting are attached as Appendix 6.

5.8 Marine Stewardship Council (MSC)

Dr. Patrick McConney, Senior Lecturer, UWI-CERMES, facilitated a brief session on the Marine Stewardship Council (MSC). The purpose of the session was to familiarise participants, and where necessary, clarify, the work of the MSC and for participants to share their experiences with the Council. The facilitator noted that he was a member of the MSC’s Stakeholder Council and further noted that there are a lot of misconceptions about the group. Using the MSC’s website as a guide, it was explained that the Council is an international non-profit organisation established to address the problem of unsustainable fishing and safeguard seafood supplies for the future. It was also noted that the MSC conducted its work through the implementation of various standards including fisheries standards, traceability standards and environmental standards.

Suriname's experience with the MSC

Only the participants from Suriname indicated that they were familiar with the MSC, as the country's Atlantic seabob shrimp fishery was certified by the Council. In response to a queries about the negative perception of the MSC by small-scale fishers and how the national fisheries management of Suriname fitted into the MSC arrangements, it was indicated that the MSC does not affect management plans, as the country determines its own management measures and the MSC only determines the standards. Participants were encouraged to become more informed about the MSC process before seeking to be involved in it, as the process could potentially overtake national plans. It was also noted that the MSC was looking at different approaches to dealing with small-scale fisheries in developing countries.

The role of the CNFO in managing fisheries

In response to a question on the role of the CNFO in regional fisheries management, it was noted that the current focus of the CNFO is the development fisherfolk organisations and as such there was limited attention on managing fisheries. The need for the CNFO and its members to become more engaged in policy making and plan development was highlighted, with it being noted that "fisheries, unless managed become depleted". It was further noted that the call for managing fisheries came from the global, regional and the local levels, with it being cautioned that, in this regard, the Caribbean is largely seen as not paying attention or just "chilling". A participant highlighted that fisherfolk organisations don't know as much as they should about Fisheries Management Plans and that the organisations need to be more informed.

The impact that fisherfolk organisations could make if governments aren't responsive was questioned. However, it was noted that fisherfolk organisations needed to determine whether they were ready, willing and able to take up responsibility to ensure the sustainable management of fisheries, with it being pointed out that "if you are going to fight for something you believe in, don't start and then back off – stay committed."

5.9 Project for Strengthening Marine Fisheries in the South-east Coast of Haiti

Mr. Wilner Romain, Fisheries Officer at the Ministry of Agriculture, Natural Resources and Rural Development (MARNDR) gave a presentation on a project currently being undertaken on the South-east coast of Haiti by the MARNDR with financial support from the Spanish Agency for International Cooperation for Development (AECID) to strengthen fisherfolk organisations. Highlights from the presentation and discussion are given below (please see the full presentation attached at Appendix 7).

- The main objective of the project is to improve the quality of life of fishers in Haiti. To achieve this objective, the project had to strengthen fishermen's organisations so that they could provide adequate services to members and ensure the sustainability of their activities.
- The project has four main areas of intervention:
 - Organisational strengthening of fishers' associations - a diagnostic study of each organisation was conducted which helped to develop an action plan that would address

- challenges and needs of each fishers association. The project provided financial and technical support to already existing fishers association to help them perform better
- Increase catches (using fish aggregating devices to promote pelagic and deep water fishing that would discourage the overexploitation of already declining coastal fisheries) and improve safety at sea
 - Improve storage conditions and marketing of fisheries products - to help solve the problem of marketing in the Southeast, the project provided support to improve the commercialization process. For this reason, Communal Fishing and Marine Center were built. These centers are equipped with solar freezers for fish preservation, treatment rooms, meeting room, a fishing gears shop and an office. The solar freezers have a capacity of 300-400 pounds. Locally caught fish is mostly used to satisfy local demand but work is being done to expand the market within Haiti
 - Improve the management of marine resources - The project proposes an alternative approach based on a redistribution of functions that give fishermen a greater responsibility in the management of resources that they exploit. Fishers were not involved in establishing the Marine Protected Areas in Haiti.

6 LEADERSHIP DEVELOPMENT OF FISHERFOLK ACTION LEARNING GROUP MEMBERS

The leadership development session was facilitated by the Senior Lecturer, UWI-CERMES. The leadership training was developed by the Centre for Resource Management and Environmental Studies (CERMES) of the UWI Cave Hill Campus in association with the Barbados National Union of Fisherfolk Organisations (BARNUFO). Much of the content is derived or adapted from a book by Sharon Almerigi, which was published by the Caribbean Regional Fisheries Mechanism (CRFM) in 2000 entitled “Leadership for Fisherfolk”. The PowerPoint presentations for the session are attached at Appendix 8.

It was noted that the purpose of the leadership training was to provide fisherfolk leaders with the information and skills to develop their leadership capacity. The course was intended to serve more as a refresher, with it being noted that this type of training was also important for succession planning. It was pointed out that the leadership training session contributed to the objectives of the FAO’s Code of Conduct for Responsible Fisheries and Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in terms of building the capacity of fisherfolk to participate in decision-making processes.

6.1 Defining and developing leadership: Images of leaders versus managers, organisations

The objectives of this session were for participants to gain knowledge and understanding of leadership in the fishing industry and to consider what is expected of leaders, and how they differ from managers.

Participants were asked in plenary, to use their own ideas of leadership to explain what leadership is and give examples of good and bad leaders. Responses are given in Table 6.1 below.

Table 6.1 Participants ideas of leadership and examples of good and bad leaders

| Participants ideas of leadership | Examples of good leaders | Examples of bad leaders |
|---|---|--|
| <ul style="list-style-type: none"> ○ If you can't follow, you can't lead ○ You can be a leader in your skills, capacities and qualities but not necessarily designated a leader. ○ There may be an overall leader for an organisation but different people can lead at different times depending on their skills and knowledge e.g. the (designated) leader for my organisation is more agreeable than I am but the group trusts him and believes in him. However, he is not very technologically savvy, so many times he asks me to represent the organisation in more technical fora. ○ To be a leader you must be humble | <ul style="list-style-type: none"> ○ The Pope because of the way he speaks ○ Mr. Haveland Honeyghan (President of the Jamaica Fishermen Cooperative Union) because of his ability to motivate fishers and his management skills and influence ○ Barack Obama because of his innovativeness | <ul style="list-style-type: none"> ○ Hitler- he was a good leader because he was able to motivate the people, but he was a bad person. He used his influence in a bad way |

Views on leading fisherfolk

To gain a better understanding of the impressions that people may have of leading fisherfolk, the group was presented with a number of statements about fisherfolk and each person was asked to say whether they agreed with the statement or whether they thought the statement was false. The results of the exercise are presented in Table 6.2 below.

Table 6.2 Views on leading fisherfolk

| Statement about Fisherfolk | Agree | Disagree | Don't know |
|--|-------|----------|------------|
| Fishermen are seen as being much too independent to be led easily | ✓ | | |
| Fishermen work every day in teams with clear leaders (e.g. captains) | ✓ | | |
| Fishermen and fish vendors do not trust each other to work together | | ✓ | |
| Fishermen and fish vendors do business all the time based on trust | ✓ | | |
| Fisherfolk say "unity is strength" but seldom unite to at collectively | ✓ | | |
| Fisherfolk wait for everybody to pull their weight; nothing gets done | ✓ | | |

| | | | |
|--|---|--|--|
| Fisherfolk are suspicious of people who try to lead (fear tricksters) | ✓ | | |
| Fisherfolk like to be equal, so leaders may get held back by the group | ✓ | | |
| Many fisherfolk are free-riders; like to get benefits without helping | ✓ | | |
| Fisherfolk agree that good leadership is essential for their progress | ✓ | | |

The group was advised to build on the positive impressions and correct the negative impressions.

Qualities of a leader

The facilitator highlighted that fisherfolk leaders can be found inside or outside of the fishing industry. For example, leaders could be found in informal fisherfolk groups, fisherfolk organisations, fishing communities, fisheries businesses, non-governmental organisation support groups, fisheries divisions, markets divisions and other agencies. It was noted that when the leadership training was undertaken in Barbados, fisherfolk there had difficulty in identifying a leader.

Fisherfolk leaders were asked to identify qualities that they thought a good leader should have. Responses from the group are given below.

A good leader should be:

- Knowledgeable about business and livelihoods
- Trustworthy
- Able to motivate those being led
- Organised
- Willing to give incentives, praise and recognition
- An effective communicator
- An analytical thinker
- An effective listener
- Able to sacrifice (e.g. time)
- Humble
- Sensitive to the environment



Figure 6.1 Fisherfolk leaders review some of the characteristics of a good leader

Leading, planning, managing

The facilitator noted that leaders look toward the future and the path that leads there. One important aspect of leadership was therefore having a Vision and a Mission and the strategies to achieve these. The definitions of Vision and Mission Statements were provided.

Vision statements share what the leader and the whole group see as their future. The best vision statements are: *Inspirational, clear, memorable, and concise, only about 10-15 words long, future-oriented.*

Mission statements help focus leadership, they rally the group to achieve the vision. Mission statements should be: *short, clear and concise, connected to your interest, passionate, heartfelt and meaningful, who you are, and what you do, now –not what you want to be in the future.*

The difference between leading, planning and managing was illustrated using the diagram below.

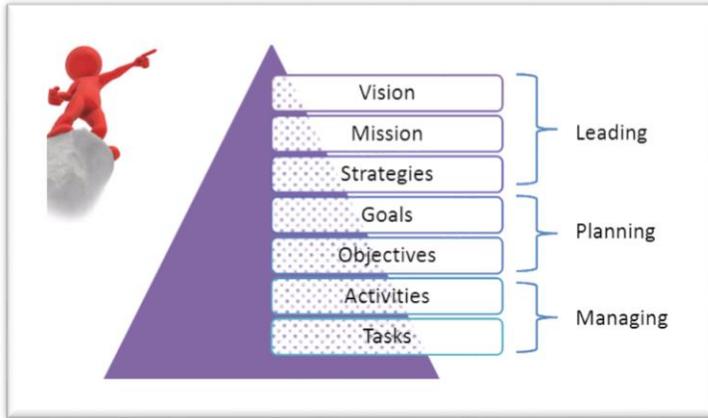


Figure 6.2 Diagram showing the different aspects of leading, planning and managing

The difference between managers and leaders was explained using the illustration below.

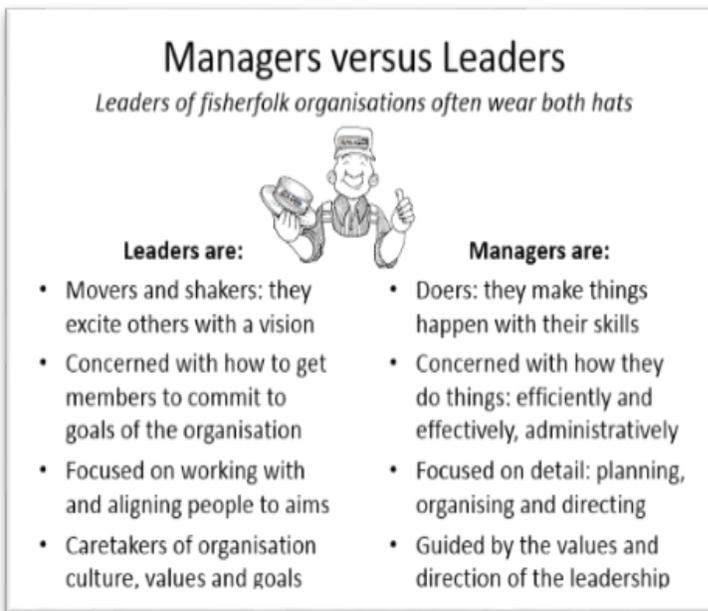


Figure 6.3 The difference between leaders and managers

Participants were asked to recall the Vision and Mission Statements for their respective organisations and discuss in small groups the quality of these statements. In instances in which a group member's organisation did not have Vision or Mission statements, the group was asked to help develop them. The facilitator reminded the groups that care must be taken to craft Mission and Vision Statements and that they should not be created and shelved, but used to guide the organisation.

Examples of a Vision and a Mission Statement created by one of the groups are given below:

Vision: A high standard of living for every fisher.

Mission: Improve livelihoods through sustainable fishing.



Figure 6.4 FFALG members discuss the Vision and Mission statements for their respective organisation

6.2 Leadership styles and roles: Leader as group motivator, collective action

The objectives of this session were for fisherfolk leaders to understand the characteristics of some different styles and roles of leadership and to examine how these styles and roles can fit, or not fit, within the fishing industry.

The facilitator explained that the leadership style is simply the manner in which a leader provides guidance and gets people motivated. Some leadership styles include:

- **Authoritarian** (autocratic) - the leader tells the group what to do, and how to do it without getting advice from the members
- **Participative** (democratic) - The leader includes one or more members in deciding what to do, and how to do it
- **Delegative** (power-shared)- The leader allows the members to make the decisions, while providing overall guidance
- **Laissez-faire** (free reign) - The leader provides minimal guidance, letting members mostly do whatever they wish

When to use collective action

It was explained that collective action occurs when more than one individual is required to contribute to an effort in order to achieve an outcome that all agree to. It was pointed out that typically fishers take collective action in response to some type of crisis. As a leader, it is important to get collective action before a crisis.

The 5 C's of collective action: communication, coordination, collaboration, consensus, co-optation and coercion were briefly discussed and the group was encouraged to be conscious of the differences between them.

6.3 Leadership skills: Organising, chairing and decision-making

The objective of this session was for participants to consider the skills a leader needed to rally and focus the group.

At the beginning of the session participants were asked to undertake a self-assessment of their leadership skills and report back to the group on any key learning. Most participants agreed that they were clear about the values of their organisation and why they were supporting them. One participant noted however that while he was very optimistic that he could accomplish certain things he is not always as optimistic about the ability of others in his organisation to do the same. Overall, participants agreed that the assessment exercise helped them to see the areas that they needed to improve on.

Keeping updated on global fisheries issues

The facilitator explained that as leaders it was important to keep up to date on regional and global fisheries issues. The group was asked in plenary to identify some of the ways they kept up with new developments in the fisheries sector. Responses from the group included:

- Internet
- Magazines
- Through my network
- Newsletters
- Bulletins
- The CNFO network

The facilitator highlighted, that in his experience, even though the Caribbean has a high number of computers per household, we do not make the best use of Information and Communications Technology (ICT).

Leadership in chairing meetings

Participants discussed some of the key aspects of chairing meetings including deciding and writing down the objectives for the meeting and the desired outcome; determining the topics to be covered (the agenda) and how they should be discussed; creating an agenda, listing topics via importance and how much time will be spent on each; and identifying attendees and deciding on room set up.

On the topic of preparing meeting minutes, it was noted that minutes should be prepared in an agreed format that is action oriented. Minutes should also be properly stored and recorded as they represent legal documents and part of the institutional history of the organisation. It was further highlighted that “minutes are no good, if they are so painful that nobody wants to read them”.

Experiences with chairmanship

Following the presentation and plenary discussion on chairmanship, participants undertook a small group exercise to record some of their positive and negative experiences with chairing meetings. Each group was asked to share some of their experiences in plenary. Some of the responses from this exercise are given in Table 6.3 below.

Table 6.3 Positive and negative experiences of FFALG members with chairmanship

| Positive experiences with chairmanship | Negative experiences with chairmanship |
|--|--|
| <ul style="list-style-type: none"> ○ Working with a mature board and seasoned board members ○ Accomplishing goals set for the meeting ○ Participants understand the purpose of the meeting ○ Reaching consensus ○ Active/constructive participation | <ul style="list-style-type: none"> ○ Board members don't understand their roles ○ Low participation in meetings ○ Disruptive elements in the meeting ○ Failure of participants to follow-through on their assigned tasks ○ Members don't respect the opinion of the Chair ○ Members taking too long to get to their point ○ Members not being able to take criticism ○ Members not showing up on time ○ Secretary sends out communication that belittles the group unknown to the Chair ○ Action items are not actioned/actionable ○ Cancelling meeting because of lack of a quorum |

Leadership decision styles

The facilitator discussed some of the different styles in making decisions. The following were identified as some possible decision styles:

- Leader has the only say- quick, critical, decisions within competence
- Leader has the final say- members may advise, but only leader decides
- Majority rules in voting- members collectively decide; most votes wins
- Consensus/unanimous - gives equal power to members; all must agree

Participants were asked to share some of their positive and negative experiences with decision making in plenary. Some responses from the exercise are given in Table 6.4.



Figure 6.5 Fisherfolk leaders share ideas during one of the leadership development sessions

Table 6.4 Positive and negative experiences of FFALG members with decision-making

| Positive experiences with decision-making | Negative experiences with decision-making |
|---|--|
| <ul style="list-style-type: none"> ○ Having accurate information to facilitate decision-making ○ When the decision taken moves the organisation forward ○ When a decision is made following due process ○ Making a good decision in a crisis situation ○ Gaining confidence and trust of members when decisions have positive outcomes | <ul style="list-style-type: none"> ○ When there are too many variables and the outcome is uncertain ○ Failure to come to consensus on a decision ○ Decision made does not move the organisation forward ○ Meeting is called, but participants already decided on an issue before formally discussing it ○ Fraction of the group followed through on a decision which was contrary to that of the larger group ○ Responsibility lies with the leader when things do not work out right ○ People withdraw from the group when they do not agree with the decision that was made |

6.4 Working with groups and their dynamics: Participation in groups, developing groups

The objectives of this session were to gain insight into how groups work or do not work (aspects of group dynamics) and consider the strategies that leaders may use to deal with, and make the best of, groups.

Leadership and motivation

The facilitator noted that “a leader who is not passionate about the cause is just going through the motions”, pointing out that leaders must therefore be able to motivate others. The following points related to motivation were discussed:

- People cannot be motivated; they must motivate themselves based on the environment and their values
- A leader must be motivated in order to motivate members of the group
- Motivation underlies the desire or willingness to do something, to act
- Motivation is a determining factor for the level of success a group achieves
- Motivation may be sustained through success and appropriate recognition

Working in groups

Groups that are most unified and harmonious were seen as having the following characteristics:

- Similar kinds of professions, beliefs, etc.
- Similarity in age, culture and background
- Regular communication among themselves
- Small enough in size to act collectively
- Full member participation when required

During a discussion on communication, it was pointed out that it was important to dwell on solutions and be more solution oriented rather than dwelling on problems and challenges. In response to this statement, one of the participants asked how communication could be improved if regular communication was mainly in the form of complaining. In response, it was recommended that to deal with this there needs to be social cohesiveness among the group that would facilitate good and regular communication. As such, it was noted that “we need to bring our personal values in line with the organisations so that we can have proper things to communicate about”. The group was cautioned that sometimes when a group became cohesive there was the potential for the group to not want to have outside influence, however sometimes outside influence might be positive.

Understanding group development

The facilitator reviewed Tuckman’s group development stages (see Figure 6.6).

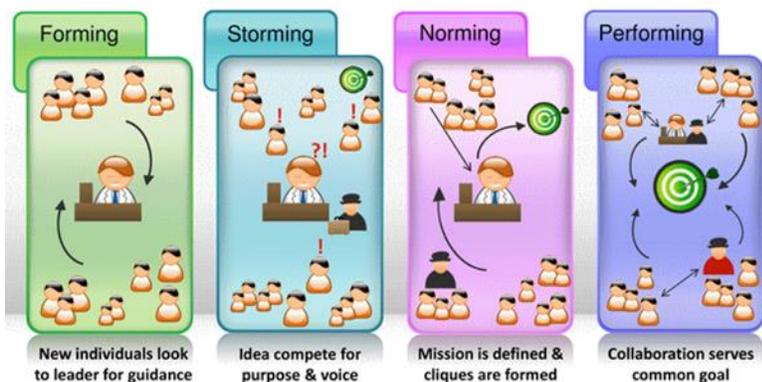


Figure 6.6 Tuckman's group development stages

Participants highlighted that sometimes groups wanted to skip stages and go directly from forming to performing. It was noted that as a leader one needed to be able to recognise the stage that the group was at and move them along.

6.5 Leadership skills: Networks, negotiation and managing conflicts

The objective of the session was for participants to consider some of the skills a leader needed to connect groups to resources and manage any conflicts that may arise.

The facilitator explained that networks are groups of people, organisations, countries or even things that are linked to each other by specific relationships — e.g. family, BARNUFO, Facebook, and WhatsApp. The Caribbean Network of Fisherfolk Organisations (CNFO) can be thought of as partially decentralised, but linked, clusters that each needed fisherfolk leaders. One participant noted that the Caribbean Fisherfolk Acton Learning Group was also a network and that fisherfolk leaders needed to come up with ways to continue networking beyond the FFALG workshops. It was highlighted that leaders:

- analyse formal structures to find the social networks that get things done
- use network thinking to mend groups that are fractured
- need to network to build capacity

The facilitator advised the FFALG to treat networking as an investment. For example, he stated that at meetings, leaders should assess who is worth thirty minutes of their time to network with and make a connection.

To reinforce the learning from the networking session, participants undertook a small group work exercise to discuss the various ways in which they could use networking to improve the practice and results of their leadership. Participants were asked to develop a scenario in which networking would be required and identify what steps they would take, what challenges they might face and how they would overcome those challenges. The results of the exercise are given in Table 6.5.

Table 6.5 Results from the small group exercise on networking

| Scenario | What steps would you take? | What challenges would you expect to face? | How would you overcome those challenges? |
|--|---|---|---|
| Creating an export market for fish in Haiti | <ul style="list-style-type: none"> ○ Identify needs (e.g. type of fish available, cost and volume) ○ Find possible countries to trade with ○ Establish contact and communication ○ Establish trade agreements | <ul style="list-style-type: none"> ○ Rules/regulations of participating countries ○ Prices may be high ○ Transportation to facilitate trade may be difficult | <ul style="list-style-type: none"> ○ Understand regulations/rules as much as possible e.g. CITES species ○ Get information ○ Communicate with network |
| Requesting/planning a meeting with members of a fisherfolk organisation and government officials | <ul style="list-style-type: none"> ○ Identify the participants ○ Determine the medium of communication ○ Create a network diagram showing who is connected by what medium and those who are not | <ul style="list-style-type: none"> ○ Some people may not be connected ○ Some may not respond ○ Some who respond positively may not attend | <ul style="list-style-type: none"> ○ Identify brokers ○ Make personal contact ○ Send follow-up information |
| Sharing information from the Third FFALG workshop with members in organisation | <ul style="list-style-type: none"> ○ Do a survey to determine the best medium for sharing information e.g. WhatsApp, Facebook, email etc. | <ul style="list-style-type: none"> ○ Cost of the exercise ○ Access to service/internet | <ul style="list-style-type: none"> ○ Provide a central location to share this information ○ Send a letter (old fashioned way) ○ Use personal communication |

Negotiating- getting to yes without giving in

The facilitator noted that we negotiate every day without realizing. It was further explained that any method of negotiation may be fairly judged by three criteria:

1. it should produce a wise agreement, if agreement is possible (mutually respected)
2. it should be efficient (not waste time and resources going around in circles, delays)
3. it should improve or at least not damage the relationship (reduces chance of conflict)

It was highlighted that negotiations should focus on interests and not positions and that negotiators should not use walking-away from the table as a tactic in negotiation.

6.6 Leadership skills: Presenting, communicating

The objective of this session was to refresh the art of communication and the presentations that demonstrate leadership.

The facilitator started the session by noting that some people perceive fishers to be naturally aggressive communicators, adding that sometimes fishers also felt it was necessary to live up to these negative perceptions causing negative stereotypes to persist.

Participants were given the practical tips on leadership in communication and leadership in presentations.

Tips on leadership in communication:

- Use eye contact when speaking or listening to persons be sure to glance around to everyone
- Speak at a level that is pleasantly audible, not too soft or loud, speak clearly and with confidence, be assertive not passive or aggressive
- Be open about your feelings and speak up but express yourself respectfully
- Ask questions or ask for help — nothing is wrong with saying “I don’t know” or asking for assistance
- Admit mistakes and approach everyone equally
- Listen carefully to what someone else is saying provide feedback and be willing to receive it
- Praise others and acknowledge when something is done well to encourage them
- Be willing to receive and give constructive criticism; gives insight into how one or others can improve
- Be extremely conscious of your body language, posture and movements. Avoid folding your arms (stubborn) and pointing your finger (aggressive)

Tips on leadership in presentations:

- Most important — be, or seem, enthusiastic about the topic
- Know the objective of the presentation and make it clear to the audience
- Develop an opening that catches the audience’s attention; try to keep it
- Use effective body language; eye contact, good posture, using your hands to highlight the key points
- Make it interactive and add in a few activities to engage the audience
- Speak clearly, with confidence and loud enough for the audience to hear but vary your tone to keep them interested
- Pay attention to how the audience is receiving your presentation; whether they are showing interest, fidgeting or talking

- At the end of the presentation ask for feedback so you can continue to make improvements to your style

7 BACKGROUND ON THE ANTIGUA SPEAR FISHERS ASSOCIATION (ASFA)

Mr. Melvin Samuels, President of the Antigua Spear Fishers Association (ASFA) gave a short presentation on the ASFA and its formation. The purpose of the presentation was to give the FFALG members a brief background of the group in preparation for the Action Learning Group session to be held with the members of the Association the following day. Key points from the presentation are given below:

- Parham is one of the oldest ports in Antigua and one of the most active fishing sites on the island.
- The types of fishing done in Parham are mostly spear fishing and pot fishing. Many boats were damaged in a recent hurricane so there are now only about 20 active fishers that operate there, but usually about 200 fishers operate from the site. Fishers tend to fish together a lot. It is not unusual, for example, to see 15 fishers on one boat.
- Representation for spear fishers was lacking and at one point there was also a feeling among the fishers that spear fishers made more than pot fishers which created conflict and led to separation of the groups.
- The groups were brought back together due to a mutual conflict situation with the Fisheries Division.
- The spear fishers recently formed the Antigua Spear Fishers Association. The group is at the performing stage.

7.1 Evaluation of the Antigua Spear Fishers Association

The Caribbean Fisherfolk Action Learning Group met with the members of the Antigua Spear fishers Association to identify key capacity and policy issues affecting the group and participate in an Action Learning session to help the group determine solutions for the issues identified.

Identifying key capacity and policy issues

In plenary, each member of the Antigua Spear fishers Association was asked to identify one issue, (without repeating what someone else had already said) that they felt to be the most important that was affecting the group. These are given below:

- Inadequate market for quantity of fish caught
- Difficult to acquire spear fishing permits
- Poor communication with the Chief Fisheries Officer
- Derelict and discarded fishing gear
- Unfair pricing and competition
- Spearfishing regulations are too restrictive

- No facilities (hyperbaric chamber) for when fishers get the bends
- Limited transfer of technology among fishers
- No demarcation of Marine Protected Areas
- Inadequate access to ice

The responses given were categorised into the following groups: Communication; Training; Law and Livelihoods.

Action learning session

Members of the Antigua Spearfishing Association and members of the FFALG were asked to select a topic from one of the groups with which they would like to address and in which they felt they were knowledgeable (FFALG members). A resource person was assigned to each group. FFALG members were asked to use the Action Learning process to help guide the fisherfolk to find solutions to their problems without imposing their own solutions on them.



Figure 7.1 FFALG members conduct an action learning session with fishers from the Antigua Spear fishers Association

The groups reconvened in plenary and the members of the Antigua Spearfishing Association presented their solutions for dealing with their issues. These are given in the Table 7.1.



Figure 7.2 President of the Antigua Spear fishers Association shares recommended solutions for addressing issues faced by the organisation in plenary

Table 7.1 Possible solutions for policy and capacity issues identified by the Antigua Spear fishers Association

| Group | Possible solutions for addressing issues identified |
|----------------------|---|
| Law | <ul style="list-style-type: none"> ○ Find out who the new Permanent Secretary for fisheries is and seek to hold a meeting with him/her on the new fisheries laws. ○ Negotiate with the Fisheries Division to find some common ground, but keep up pressure in a respectful and diplomatic way ○ Use the media to bring national attention to fishers' issues ○ Seek to have discussions with regulators and fishers on the amendment to the fisheries regulations |
| Training | <ul style="list-style-type: none"> ○ Engage more with older fishers to share their fishing knowledge with younger fishers ○ Engage with the CNFO for training sessions. The network is knowledgeable. ○ Access to training can be improved with better organisation |
| Livelihoods | <ul style="list-style-type: none"> ○ Advocate for an export quota system instead of an outright ban on exporting ○ Communicate with the Fisheries Division to share information with fishers to show proof of decline in fish stocks. Adequate information is not being shared. |
| Communication | <ul style="list-style-type: none"> ○ Seek to have more meetings with policy makers to discuss the impacts of regulations on fishers livelihoods |

| | |
|--|---|
| | <ul style="list-style-type: none"> ○ Fishers need to be more knowledgeable on issues to communicate effectively ○ At the organisational level, fishers need to have a unified voice |
|--|---|

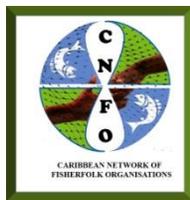
8 NEXT STEPS

The next steps for the Strengthening Caribbean Fisherfolk to Participate in Governance project were outlined as follows.

- Award, implement and monitor FSF projects (grantee orientation, contract signing and disbursement of funds)
- Facilitate and report on the second set of national fisherfolk workshops in 8 focus countries
- Report on the third FFALG workshop
- Keep updated and facilitate online project webpage and input into discussion forum
- Support and facilitate participation of fisherfolk representatives in at least two key decision-making meetings.
- Formalisation of CNFO
 - Provision of final comments by October 25, 2015 – CNFO
 - Registration of CNFO in at least two countries country by March 31, 2016 – CNFO
 - Set up FFALG Group online – CNFO
 - Convene the Final FFALG in Belize, Montserrat or St. Kitts/Nevis

9 WORKSHOP EVALUATION

At the end of the workshop, participants were asked to complete a workshop evaluation form for the organisers to gain feedback on the impact of the workshop and how subsequent workshops could be improved. The findings of this evaluation are attached as Appendix 9 of this document.



CANARI/CNFO/UWI-CERMES/PANOS/CRFM: Strengthening Fisherfolk to Participate in Governance

Third Regional Caribbean Fisherfolk Action Learning Group (FFALG) Workshop

October 5 - 8, 2015

Antigua and Barbuda

Draft Agenda

Specific objectives:

By the end of the workshop, members of the FFALG would have:

- reported on their participation as fisherfolk in policy and decision-making processes;
- identified lessons learnt and made recommendations for priority actions by fisherfolk to support the objectives of the *Strengthening Caribbean Fisherfolk to Participate in Governance* project and other CNFO related projects (e.g. ECMMAN and CLME⁺ Project);
- participated in the review of key fisheries policies (e.g. Small-scale Fisheries (SSF) Guidelines, Caribbean Community Common Fisheries Policy) and projects and determined the implications for sustainable small-scale fisheries development in the Caribbean;
- determined the way forward for the formalisation of the CNFO;
- developed their leadership capacity and;
- undertaken a participatory evaluation of key issues facing a fisherfolk organisation in Barbuda



| Monday 5 October, 2015 | |
|--------------------------------|---|
| 8:30 am | Registration |
| 9:00 am | Session 1: Welcome and introductions: <ul style="list-style-type: none"> • Welcome and overview of project and partners • Overview of FF ALG purpose and recap of workshop 2 • Participant introductions • Assigning roles: chairs, rapporteurs, mood investigators • Ground rules |
| 10:30 am | Break |
| 11:00 am | Session 2: Progress report on implementation of the Strengthening Caribbean Fisherfolk to Participate in Governance project: <ul style="list-style-type: none"> • National Fisherfolk Workshops • Progress report on the Fisherfolk Strengthening Fund |
| 11:30 am | Session 3: Updates on global, regional and national fisheries policies and projects <ul style="list-style-type: none"> • Presentations on International Guidelines on Securing Small-Scale Fisheries (SSF Guidelines), Caribbean Community Common Fisheries Policy, ECMMAN, CC4 Fish and CLME+ project • Key updates from participants on fisheries policies, legislation, projects etc. at the national levels |
| 12:30 pm | Lunch |
| 1:30 pm | Session 4: Fisherfolk engagement in policy influence and lessons learnt: <ul style="list-style-type: none"> • Fisherfolk leaders share their experiences influencing policies at the national, regional and global levels. • Fisherfolk leaders identify lessons learnt and make recommendations for priority actions by fisherfolk that will contribute to the objectives of the <i>Strengthening Caribbean Fisherfolk to Participate in Governance</i> project and other CNFO related projects (e.g. ECMMAN, CC4 Fish and CLME+ Project) |
| 2:45 pm | Break |
| 3:00 pm | Session 5: Formalisation of the CNFO <ul style="list-style-type: none"> • CNFO engagement at the global, regional and national levels • Actions taken to formalise the CNFO • Next steps |
| 5:15 pm | Wrap-up and close |
| Tuesday 6 October, 2015 | |
| 8:30 am | Recap of Day 1 - reports from rapporteur and mood investigator |
| 8:45 am | Session 6: Marine Stewardship Council (MSC) Explaining the MSC and its relevance to Caribbean Fisheries |
| 10:30 am | Break |
| 11:00 am | Session 7: Leadership Development of FFALG members Defining and developing leadership: Images of leaders versus managers, organisations |



| | |
|--|---|
| 12:30 pm | Lunch |
| 1:30 pm | Leadership styles and roles: Leader as group motivator, collective action |
| 2:30 pm | Break |
| 2:45 | Leadership skills: Organising, chairing and decision-making |
| 4:30 pm | Wrap-up and close |
| Wednesday 7 October, 2015 | |
| 8:30 am | Recap of Day 2 - reports from rapporteur and mood investigator |
| 8:45 am | Working with groups and their dynamics: Participation in groups, developing groups |
| 10:30 am | Break |
| 11:00 am | Leadership skills: Networks, negotiation and managing conflicts |
| 12:30 pm | Lunch |
| 1:30 pm | Leadership skills: Presenting, communicating |
| 2:15 pm | Session 8: Background on fisheries in Barbuda Introduction to the Barbuda Fishermen Cooperative Society |
| 2:45 pm | Break |
| 3:00 pm | Briefing for field trip to Barbuda |
| 3:45 pm | Workshop evaluation |
| 4:15 pm | Next steps |
| 4:30 pm | Wrap-up and Close |
| Thursday 8 October, 2015: Session 9: Field trip to Barbuda: Evaluation of the Barbuda Fishermen Cooperative Society (Depart hotel at 8:00 am; Depart BFCS at 3:00 pm) | |
| 11:00 am | Welcome and Introductions |
| 11:15 am | Identification of problems |
| 11:45 am | Clustering of problems |
| 12:00 pm | Lunch |
| 1:00 pm | Problem Analysis |
| 1:30 pm | Identification of capacity needs |
| 2:00pm | Voting on priority needs |
| 2:30 pm | Wrap-up and close |



Appendix 2

Participants List

| No | First Name | Last Name | Organisation | Country | Tel (W) | Tel (M) | Email 1 | Email 2 |
|----|-------------------|------------|---|--------------------------------|------------------|------------------|--|---|
| 1 | Lindsay | Richardson | Pham Aalma Seafood Company | Anguilla | 1 264 461 2298 | 1 264 584 2298 | lkrich@hotmail.com | |
| 2 | Leroy | Gore | Barbuda Fishermen Cooperative | Barbuda | 1 268 772 3526 | | sota-barbuda@hotmail.com | |
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| 4 | Nadine | Nembhard | Caribbean Network of fisherfolk organisations (CNFO) | Belize | 011 501 223 4650 | 011 501 624 5364 | Nadine_nem@yahoo.com | |
| 5 | Earl | George | National Association of Fisherfolk Cooperative | Dominica | 1 767 285 4304 | 1 767 613 4444 | georgyporgy31@hotmail.com | nafcoop@gmail.com |
| 6 | Chuburt (Desmond) | Gill | | Grenada | 1 473 444 8043 | 1 473 420 6735 | rampelgill@gmail.com | |
| 7 | Pamashwar | Jainarine | Upper Cornetyne Fishermen's Co-op Society Limited | Guyana | 1 592 338 2338 | | pjainarine@gmail.com | bigfishers@gmail.com / ingrid.o17@hotmail.com |
| 8 | Glaston | White | Jamaica Fishermen Co-Operative union Ltd. | Jamaica | 1 876 968 0411 | 1 876 960 5983 | wglaston@yahoo.com | jfcu@jafishermen.com |
| 9 | Denis (Horace) | Walters | Saint Lucia Fisherfolk Co operative Society Limited | Saint Lucia | 1 758 452 4478 | 1 758 720 8606 | horacedwalters@gmail.com | |
| 10 | Sheldon | Carty | Montserrat Fisherman and Small Boat Owners Association | Montserrat | | 1 664 4931671 | sheldoncarty@hotmail.com | |
| No | First Name | Last Name | Organisation | Country | Tel (W) | Tel (M) | Email 1 | Email 2 |
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| 12 | Michael | Davis | Old Road Fisheries Co-Operation | St. Kitts | 1 869 664 6132 | | michaeld1224@yahoo.com | dmskn@gmail.com |

| | | | | | | | | |
|-----------|-------------------|--------------------|---|--------------------------------|----------------------|------------------|--|--|
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| 15 | Junior | Quashie | Trinidad and Tobago Unified Fisherfolk (TTUF) | Tobago | 1 868 751 1793 | | jushq04@gmail.com | drmorgan@gmail.com |
| 16 | Isaac Oral | Selver | Turks and Caicos Fishing Corporation | Turks and Caicos | 1 649 232 3057 | | Oral_selver@hotmail.com | Clarkeglenn5@gmail.com |
| 17 | (Dr.) Patrick | McConney | Centre for Resource Management and Environmental Studies (CERMES) | Barbados | 1 246 417 4725 | 1 246 259 7100 | patrick.macconney@gmail.com | patrick.mcconney@cavehill.uwi.edu |
| 18 | June | Masters | Caribbean Regional Fisheries Mechanism (CRFM) | St. Vincent and the Grenadines | 1 784 457 3474 | 1 784 433 6842 | june.masters@crfm.net | |
| 19 | Terrence | Phillips | Caribbean Natural Resources Institute (CANARI) | Trinidad | 1 868 626 6062 | | terrence@canari.org | |
| No | First Name | Last Name | Organisation | Country | Tel (W) | Tel (M) | Email 1 | Email 2 |
| 20 | Melanie | Andrews | Caribbean Natural Resources Institute (CANARI) | Trinidad | 1 868 626 6062 | | melanie@canari.org | |
| 21 | Jennifer | Cruickshank-Howard | Ministry of Agriculture, Rural Transformation, Forestry, Fisheries and Industry | St. Vincent and the Grenadines | 1 784 493 2522 | 1 784 494 5975 | fishdiv@vincysurf.com | khowardsvg@gmail.com |
| 22 | Wilner | Romain | Ministry of Agriculture, Natural Resources and Rural Development | Haiti | 011 509 3687 3317 | | wromain2002@yahoo.fr | |




Strengthening Caribbean Fisherfolk to Participate in Governance project

Project Overview

Third Regional Caribbean Fisherfolk Action Learning Group Workshop
5–8 October, 2015



Introduction

- Project targets the **Caribbean Network of Fisherfolk Organisations (CNFO)** and its **member national fisherfolk organisations** in 17 CARICOM member/associate member countries
- Enhances the capacity of fisherfolk organisations to participate effectively in fisheries governance and management of shared living marine resources to improve food security in the Caribbean region.




Introduction cont'd

- 4 year project (January 2013 to December 2016)
- Funded by the European Union EuropeAid Programme **€1,032,099**
- Being implemented by 5 partners:
 - Caribbean Natural Resources Institute (CANARI)
 - Centre for Resource Management and Environmental Studies (CERMES) of the University of the West Indies (UWI)
 - Panos Caribbean
 - Caribbean Network of Fisherfolk Organisations (CNFO)
 - Caribbean Regional Fisheries Mechanism (CRFM)




Specific objectives

- strengthen the CNFO and its member NFOs in the CARICOM countries
- build the capacity of the regional and national networks of fisherfolk organisations and their individual members to better participate in fisheries governance and management at the national and regional levels




Specific objectives (cont'd)

- enhance communication within and among the networks of fisherfolk organisations for exchange of information, collaboration, and development of consensus on policy for the governance of Caribbean fisheries in relation to food security
- improve the effectiveness and equity of participation of fisherfolk in decision-making processes in the governance of Caribbean fisheries in relation to food security.





Activities

Update the 2005 needs assessment

 **Needs** 

- 17 project countries = 17 mentors
- Meetings: project year 2 + project year 3 = 2 meetings
- Mentors supporting fisherfolk organisations







Activities (cont'd)

Establish ALG

- 2 meetings ✓
- CNFO constitution outlined at second meeting in the Bahamas
- 3rd meeting: October 5-8, 2015 Antigua and Barbuda



Fishers+ Governments+ CSOs+ Academia= Solutions!





Activities (cont'd)

Workshops

- Figure out the 8 countries needing the most support ✓
- Hold 1 meeting in project year 2 in 8 countries ✓
- Hold 1 meeting in project year 3 (in progress)

- Complete 3 participatory videos and other communication products



- *Fishing for a living: North Coast facilities (T&T)* ✓
- Bahamas IUU fishing video (in progress)



Activities (cont'd)

Fisherfolk attend high level, regional, decision-making meetings

- 2nd World Small-Scale Fisheries Conference (2WSFC): *Options and Opportunities for Small-Scale Fisheries*, Mexico, September 2014 ✓
- Caribbean Week of Agriculture (CWA): *Transforming Agriculture through Family Farming*, Suriname, October 2014 ✓
- Gulf and Caribbean Fisheries Institute (GCFI) Conference: *Small islands, big issues: applying fisheries and marine science to solve problems and create opportunities*, Barbados, November 2014. ✓



Activities (cont'd)

Fisherfolk Strengthening Fund



- Call: Sept 12 – Oct 31, 2014 ✓
- 16 proposals from 9 countries received
- 9 going ahead

15 grants of €1,000 - €10,000 to strengthen fisherfolk organisations' capacity to participate in governance

Independent mid-term evaluation



Work Plan for 2015

- Award, implement and monitor FSF projects (November 2014 – October 2015)
- Facilitate and report on the final training of FF mentors workshop (6 – 9 July 2015, Anguilla)
- Facilitate and report on the second set of national fisherfolk workshops in 8 focus countries (July – September 2015)



Work Plan for 2015 (cont'd)

- Facilitate and report on the third FFALG workshop (5 – 8 October, 2015, Antigua and Barbuda)
- Keep updated and facilitate online project webpage and input into discussion forum
- Support and facilitate participation of fisherfolk representatives in at least two key decision-making meetings.



Fisherfolk Action Learning Group (FFALG)

The Caribbean FFALG was established to build a community of **change agents** from across the region that can **lead, catalyse, facilitate** and **support** effective participation of fisherfolk in governance and management of the small scale fisheries sector in the Caribbean.





Four FFALG Workshops

- 1 • Inception FFALG workshop, Trinidad and Tobago - August 19- 22, 2013
- 2 • 2nd FFALG workshop, The Bahamas - October 20-24, 2015
- 3 • 3rd FFALG workshop, Antigua and Barbuda - October 5-8, 2015



RECAP OF WORKSHOP 2



- ✓ Key challenges faced by fisherfolk leaders and support agencies
- ✓ Updates on related initiatives and identification of opportunities for synergies (CLME+, ECMMAN, CCCF Policy)
- ✓ Action learning on challenges facing leaders of fisherfolk organisations



- ✓ Selected three priority issues facing fisherfolk for advocacy
 - Illegal, Unreported and Unregulated Fishing (IUU fishing) (Monitoring, Control and Surveillance)
 - Fisherfolk organisations- governance, leadership, management
 - Social Security
- ✓ Developed policy positions and advocacy strategies for each priority issue



- ✓ Timeline of “key events” of the CNFO (participatory)
- ✓ Identified key elements of a structure and processes for functioning of the CNFO as a formal organisation
 - Purpose of the by-laws/constitution
 - Outline of a constitution
- ✓ Independent midterm evaluation of the SCFPG project
- ✓ PV on IUU Fishing in the Bahamas



<http://www.canari.org/strengthening-caribbean-fisherfolk-to-participate-in-governance/>



Report of the
Second Regional Workshop for the Fisherfolk Action Learning Group



Report of the
Regional Workshop for the Fisherfolk Leaders Action Learning Group

SUMMARY OF CONDITIONALLY APPROVED FISHERFOLK STRENGTHENING FUND (FSF) PROJECTS

Strengthening Caribbean Fisherfolk to Participate in Governance Project

| No. | Country | Organisation | Grant Amount (USD) | Project Title | Specific Objectives | Expected Results/Outputs |
|-----|----------|--|--------------------|---|---|---|
| 1 | Anguilla | Anguilla Fisherfolk Association (AFFA) | 10,410 | Building Anguilla Fisherfolk Association's capacity to engage in influencing policy and in sustainable fishery industry development in Anguilla, British West Indies, and at the regional and international levels. | <p>SO.1 To strengthen the internal governance arrangements and leadership capacity of the Anguilla Fisherfolk Association to participate in fisheries governance, and management</p> <p>SO.2 To develop a five year strategy and business plan for the Anguilla Fisherfolk Association</p> | <ol style="list-style-type: none"> 1. Enhanced internal governance arrangements and leadership capacity of the Anguilla Fisherfolk Association. 2. Five year strategic and business plan for the AFFA. |
| 2 | Belize | Belize Federation of Fishers (BFF) | 9,952 | Building the organizational and advocacy capacity of the Belize Federation of Fishers and its membership to ensure their active participation in fisheries governance and management processes at the local, national and regional levels | <p>SO.1 Develop an Advocacy and Communication Strategy and Action Plan for the BFF to advocate for participation in the institutional arrangements for management of the fisheries resources at the local, national and regional levels and to create awareness among fishers and the wider public about fisheries regulations and guidelines and issues e.g. for conch and lobster fisheries</p> <p>SO.2 Improve coordination and collaboration among BFF and its member fishers associations by convening regular Executive Managing Committee Meetings to identify and discuss issues and arrive at consensus positions for advocacy and negotiations, and validate them with the general membership</p> | <ol style="list-style-type: none"> 1. Communication and Advocacy Strategy and Action Plan developed and being implemented. 2. BFF and its members included in the fisheries governance and management processes at the local, national and regional levels. 3. BFF members are more aware of the fisheries regulations and guidelines (e.g. for conch and lobsters) and abiding by them. 4. BFF members, other industry stakeholders and the Belizean public are better informed of the issues and concerns affecting fishers and their associations. 5. Regular meetings of the EMC. 6. BFF and its member associations are better |

SUMMARY OF CONDITIONALLY APPROVED FISHERFOLK STRENGTHENING FUND (FSF) PROJECTS

Strengthening Caribbean Fisherfolk to Participate in Governance Project

| | | | | | | |
|---|--------|---|--------|--|---|---|
| | | | | | | coordinated and collaborating to advocate for and influence fisheries policy and decision-making in the fisheries sector at the local, national and regional levels. |
| 3 | Guyana | Upper Corentyne Fishermen's Cooperative Society Limited (UCFCSL) | 10,320 | Computerization of the accounts and records of the UCFCSL for improved transparency and accountability | <p>SO.1 To computerise the accounts and other records of the Upper Corentyne Fishermen's Cooperative Society.</p> <p>SO.2 To train the Committee of Management, managers and staff to manage and operate the electronic accounting, record keeping and back-up systems and produce reports.</p> <p>SO.3 To provide Committee of Management, management and staff with the capacity to access and share information electronically in relation to cooperatives, sustainable fisheries development and business operations</p> | <ol style="list-style-type: none"> 1. Establishment of computerised accounting, record keeping, back-up and reporting systems for the Cooperative and its business operations. 2. Strengthened capacity of the Committee of Management, managers and staff to manage and operate the computerised accounting, record keeping, back-up systems and produce reports. 3. Strengthened capacity of the Committee of Management, managers and staff to access and share information electronically in relation to cooperatives, sustainable fisheries development and the business operations |
| 4 | Haiti | Union des Associations de Pêcheurs de Marigot (UNAPMA) (<i>Communal Union of fisherfolk organisations of Marigot</i>) | 10,500 | Literacy program for artisanal fisherfolk organisations in the South-east department of Haiti | <p>SO.1 To increase the literacy rate among the members in 5 Communal Fisherfolk Unions in the South-east department of Haiti</p> <p>SO.2 To enhance the institutional capacity of fisherfolk associative structures.</p> | <ol style="list-style-type: none"> 1. 100 illiterate members of fisherfolk organisations received literacy training. 2. Decrease in the illiteracy rate among members of fisherfolk organisations in the south east department. |

SUMMARY OF CONDITIONALLY APPROVED FISHERFOLK STRENGTHENING FUND (FSF) PROJECTS

Strengthening Caribbean Fisherfolk to Participate in Governance Project

| | | | | | | |
|---|---------|--|--------|--|--|---|
| | | | | | | <ol style="list-style-type: none"> 3. 100 trained fisherfolk increase their potential to operate in leadership positions, particularly women, in the fisherfolk organisations. 4. 100 trained fisherfolk increase their potential to carry out leadership and management functions. |
| 5 | Jamaica | Jamaica Fishermen Cooperative Union Limited (JFCU) | 10,494 | Strengthening internal governance, leadership and financial management capacity of the JFCU and its affiliates | <p>SO.1 Conduct a two-day seminar with the current and aspirant Executive Board members of eleven primary fisher cooperatives in Jamaica on areas relevant to the problems of governance and leadership within the cooperatives (e.g. Co-operative Governance, leadership, teamwork, networking, communication etc.)</p> <p>SO.2 Provide training to the current and aspirant Executive Board members and management of eleven fisher cooperatives in Jamaica through two one-day workshops on financial management and reviewing financial statements</p> <p>SO.3 Improve administrative and financial management by procuring adequate computer technology and providing training to ten (10) executive members from the Fishermen’s Cooperatives for two (2) days per week for six (6) weeks</p> | <ol style="list-style-type: none"> 1. Strengthened capacities of current and aspiring Executive Board members in leadership and governance of cooperatives, teamwork, networking and communication. 2. Strengthened capacities of current and aspiring Executive Board members in financial management and reviewing financial statements. 3. Strengthened capacity to carry out administrative, accounting and inventory management. 4. Improved access to information and capacity to establish and build networks. |

SUMMARY OF CONDITIONALLY APPROVED FISHERFOLK STRENGTHENING FUND (FSF) PROJECTS

Strengthening Caribbean Fisherfolk to Participate in Governance Project

| | | | | | | |
|----------|-------------|---|--------|--|--|--|
| 6 | Saint Lucia | Castries Fisherman's Cooperative Society Ltd | 10,329 | Improved leadership, management and financial management of Fishers Cooperatives in St. Lucia | <p>SO.1 Train the Boards of Directors, management, staff, and members of the Saint Lucia Fisherfolk Cooperative Society Limited and five primary Fisher's Cooperatives in Saint Lucia on the importance and application of cooperative principles and good practices in the leadership and management of their respective Cooperatives.</p> <p>SO.2 Build capacity in electronic inventory and financial management systems, and reporting in primary fishers cooperatives by providing technology (such as computers) and training to key leadership and management personnel in the various Fishers' Cooperatives.</p> | <ol style="list-style-type: none"> 1. Improved appreciation and application of cooperative principles and good practices in the leadership and management of the cooperatives among the Board of Directors, management, staff and members of the beneficiary Cooperatives resulting in more efficient leadership and management of their Cooperatives and operations. 2. Improved services to the membership. 3. Improved accountability and reporting by Directors and management to the membership. |
| 7 | Saint Lucia | St. Lucia Fisherfolk Co-Operative Society Ltd | 10,100 | Increasing awareness, participation and attracting members into fisherfolk cooperatives in St. Lucia | <p>SO.1 Develop a public relations and communications strategy and action plan to create awareness among members and potential members about the benefits of being in a cooperative to improve participation by existing members and attract new members for the fishers' cooperatives of St. Lucia.</p> <p>SO.2 Improve communications, access to and sharing of information on cooperative development, business operations and sustainable fisheries</p> | <ol style="list-style-type: none"> 1. Enhanced awareness among members and potential members of the roles of fisherfolk cooperatives and benefits to be derived from being a member of such organisations among fishers and the general public. 2. Improved participation by existing members and increased mobilisation of new members for the cooperatives. 3. Improved communication, access to and sharing of information on cooperative development, business operations and |

SUMMARY OF CONDITIONALLY APPROVED FISHERFOLK STRENGTHENING FUND (FSF) PROJECTS

Strengthening Caribbean Fisherfolk to Participate in Governance Project

| | | | | | development among fishers' cooperatives. | sustainable fisheries development among fishers' cooperatives. |
|---|------------------------|--|--------|--|---|--|
| 8 | Trinidad & Tobago | Trinidad and Tobago Unified Fisherfolk (TTUF) | 10,500 | Improving governance and participation in the Trinidad and Tobago United Fisherfolk Organisation and its member fisherfolk organisations | <p>SO.1 Create awareness of TTUF and its membership and provide training on internal governance and leadership in fisherfolk organisations</p> <p>SO.2 Improve communication, information sharing and advocacy by TTUF and its members.</p> | <ol style="list-style-type: none"> 1. At least 20 primary fisherfolk organizations provided with information on TTUF and its membership and benefits to be achieved by being a member 2. Increased participation of Primary Fisherfolk Organisations in TTUF (At least 3 organizations join TTUF) 3. Increased participation by fisherfolk in their respective fisherfolk organisations. 4. At least 150 persons trained in basic organizational management. 5. Advocacy Strategy and Action Plan for TTUF and its Members 6. Improved communication, access to information and information sharing to create knowledgeable membership |
| 9 | Turks & Caicos Islands | Turks and Caicos Fishing Cooperative, Inc. (TCFCI) | 8,500 | Strategic Planning for Strengthening Fisheries Cooperatives in the Turks and Caicos | SO.1 Conduct a desk study to determine the likely management and operational costs of the expanding TCFCI, identify suitable projects that can lead to financial sustainability for the TCFCI as well as promote equity in the value chain, and | <ol style="list-style-type: none"> 1. Desk study to determine the likely management and operational costs of the expanding TCFCI, with suitable projects that can lead to financial sustainability for the TCFCI as well as promote equity in the value chain identified. |

SUMMARY OF CONDITIONALLY APPROVED FISHERFOLK STRENGTHENING FUND (FSF) PROJECTS

Strengthening Caribbean Fisherfolk to Participate in Governance Project

| | | | | | | |
|--|--|--|--|--|--|---|
| | | | | | <p>outline a draft Financial Strategy and Action Plan, with at least three feasible project profiles, using a participatory approach</p> <p>SO.2 Prepare a Financial Strategy and Action Plan, with at least three feasible project profiles, to improve the financial sustainability of the TCFCI and promote equity in the value chain, using a participatory approach.</p> | <p>2. Outline of a financial strategy and action plan, with at least three feasible project profiles.</p> <p>3. Financial Strategy and Action Plan, with three feasible project profiles for resource mobilization.</p> |
|--|--|--|--|--|--|---|




Progress Report

Third Regional Caribbean Fisherfolk Action Learning Group Workshop
5-8 October, 2015

Strengthening Caribbean Fisherfolk to Participate in Governance project



National Fisherfolk Workshops



Purpose

To build capacity of national fisherfolk networks to participate in fisheries governance by:

- identifying challenges to fisherfolk organisations (FFOs) playing an effective role in fisheries governance and management;
- identifying priorities for strengthening FFOs;
- identifying opportunities for FFOs to address some of the challenges by getting involved in key national, regional and global policy and decision-making processes; and,
- confirming which challenges the project can help to address under the Fisherfolk Strengthening Fund



Common challenges

- Internal governance (leadership, succession planning, management, membership of fisherfolk organisations)
- Cost of operations
- Financial sustainability
- Marketing
- Onshore infrastructure
- Social security
- Youth in fisheries
- Conflict management
- Importance of fisheries/status
- Fisheries policy and management
- Praedial larceny
- Illegal Unregulated and Unreported Fishing (IUU)
- Environmental protection



Updates

- ◆ First round of 8 national fisherfolk workshops were completed in Year 2 (2014) of the project
 - ✓ Anguilla (scoping visit), Barbados, Dominica, Grenada, Jamaica, Saint Lucia, Saint Vincent and The Grenadines, Suriname.
- ◆ Second round of 8 national fisherfolk workshops is in progress (Year 3 (2015) of the project)
 - ✓ Anguilla, Suriname

Organisers and conveners: Mentor, NFO/PFO, FFALG member

Co-facilitators: Mentor and CANARI
[Exception in Barbados - Mentor, BARNUFO and UWI CERMES]

Need to share information and to encourage/mobilise participants to attend the NFW



Schedule of remaining NFWs

| Country | Date of workshop (2015) |
|----------------------------------|---|
| Barbados | October 13 |
| Saint Lucia | October 14-15 |
| Saint Vincent and The Grenadines | October 20-21 |
| Jamaica | October 21-22 |
| Grenada | TBD |
| Dominica | TBD (postponed due to Tropical Storm Erika) |



Fisherfolk Strengthening Fund



About the FSF

- To support actions (projects) by fisherfolk networks to build capacity to participate in fisheries governance and management
- Total fund of €100,000,
- Awarding grants, within the range of €\$1,000 - €10,000.



More about the FSF

- Fisherfolk Strengthening Fund was launched - September 12 to October 13. Extension to October 31 (request from SVG, hurricane Gonzalo which shut down Anguilla).
- 16 proposals were received from 9 countries (Anguilla, Belize, Grenada, Guyana, Haiti, Jamaica, Saint Lucia, Trinidad and Tobago, Turks and Caicos)



Proposal review process

Project proposals were:

- ✓ pre-screened to ensure that they met the basic criteria of the FSF
- ✓ reviewed by a panel: Patrick McConney (UWICERMES), Mitchell Lay (CNFO), Raymon Van Anrooy (FAO), Anna Hadeed (CANARI), Terrence Phillips (CANARI)
- ✓ successful proposals were given conditional approval and then taken through a participatory technical review and refinement phase where CANARI provided technical assistance with refining the proposals for implementation. (March - June, 2015)
- ✓ currently in the contract arrangement phase (Grantee Orientation Session)

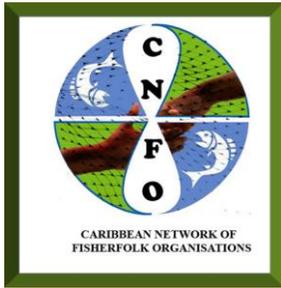


- ▶ 11 proposals received conditional approval (2 T&T proposals combined, 3 Saint Lucia proposals with similar objectives set out in 2 stand-alone proposals)
- ▶ Total of 9 proposals moving forward (Anguilla, Belize, Guyana, Haiti, Jamaica, Saint Lucia, Trinidad and Tobago, Turks and Caicos): 9 Grants = US\$91,105
- ▶ FFOs: AFFA, BFF, UCFCSL, (Union des Associations de Pêcheurs de Marigot) UNAPMA, JFCU,SLFCSL, CFCSL, TTUF/BRBCFA, TCFCI
- ▶ Addressing issues identified by NFWs: Internal governance, leadership, strategic planning, business planning, communication and advocacy, creating awareness about the benefits of FFOs, accountability, literacy
- ▶ **Need to continue to share information about the respective projects to encourage participation in their implementation**
- ▶ Summary of Projects (Circulate)



For more information contact CANARI

[http://www.canari.org/cm2.
asp](http://www.canari.org/cm2.asp)



CARIBBEAN NETWORK OF FISHERFOLK

ORGANISATIONS

New Winthorpes, St. Georges,
Antigua, W.I.
Tel: 268 784 4690

Web: <http://cirp.org.tt/cnfo/> email: cnfo_cu@yahoo.com

CNFO Formalisation meeting at CANARI/CNFO/UWI-CERMES/PANOS/CRFM: Strengthening Fisherfolk to Participate in Governance Third Regional Caribbean Fisherfolk Action Learning Group (FFALG) Workshop

Meeting date: October 5-8, 2015

Location: Antigua & Barbuda

Objective: Formalisation of CNFO

Participants: Co-Chairs Vernel Nicholls & Glaston White (list attached)

Time: 3:30p.m

Discussions:

Consistent with global practices the meeting was chaired by a male - Glaston White CNFO Member Jamaica and a female - Vernel Nicholls CNFO Member Barbados

1. Communication

Nadine Nembhard- Administrative Assistant of the Caribbean Network of Fisherfolk Organisations informed the meeting that there was an online Fisherfolk Action Learning Group (FFALG) working group forum set up on the CNFO website which was not being used. She asked the group to suggest ways in which the FFALG working group forum might be used. It was suggested that the website be used as follows:

1. For community update
2. For discussions and general communication
3. Upload FFALG working documents, minutes etc.
4. Share information
5. National Workshops of Mentor/FF
6. Discussion board

Members were reminded that they must register to use the working groups and that materials to be placed on the website should be sent to Nadine Nembhard - Administrative Assistant of the CNFO who serves as the administrator for the website. Members discussed "Google Hangouts" (which was recently added to the website to facilitate online meetings of the network. The major challenge that was occurring with the newly added "Google Hangouts" was dropped calls after which the participant could not reconnect. Miss Nembhard explained to the group that the CNFO online meetings were now

being recorded and therefore persons who cannot reconnect would be able to listen to the recorded meeting. It was recognized that listening to a recording of the meeting later was a poor substitute for active participation in the meeting. Another suggestion to prevent dropped calls was that participants should turn off video upon joining the meeting. It was also noted that there was a limit to the number of persons who could participate in the online meetings the number being 10 persons. There was also discussion about the creation of a FFALG WhatsApp group as well as how to access WhatsApp on PC's.

Participants were reminded of the various social networks where CNFO could be found (twitter, instagram, facebook and the yahoo group) and were encouraged to seek information or participate in discussions etc. by these various forums.

Dr. Patrick McConney – UWI CERMES enquire whether or not the CNFO website had a mechanism for wider outreach, for example engaging others outside of the CNFO in a discussion on a particular topic. Mark Lall CNFO Member Suriname, pointed out that the CNFO website was envisioned as a central (engaging all) website. However due to security issues (the site became a target for unscrupulous users) the CNFO website was restricted to CNFO members. As an alternative the “yahoo group” is being used to contact a wide range of persons. Miss Nembhard also added that yahoo group now comprises less than 100 persons and new invitations could be sent out to add others to the group. There was also a suggestion that links could also be sent to primary fisherfolk organizations.

2. GCFI Meeting

Miss Nembhard updated the meeting on expected sponsorship for fisherfolk to attend the GCFI meeting to be held in Panama. These were as follows:

1. Billfish foundation – Sponsorship for Mitch Lay Coordinator of the CNFO and Inniss Henderson from Barbados
2. CANARI – sponsorship for two persons
3. ECCMAN – sponsorship for seven persons (including the Administrative Assistant of the Caribbean Network of Fisherfolk Organisations)

Where Fisherfolks have not been named to take up the sponsorships, nominations have been received but the final decisions were not yet made. It was highlighted that the criteria were used for selecting participants. It was suggested that in the future the selection for CNFO members/fishers to participate at invited meetings should be facilitated by an online meeting and results made available on the website.

Dr. Patrick McConney (UWI Cermes) provided an overview of the agenda of the Fishers Forum 2015 to be held during the GCFI meeting. He informed the group as follows:

- Monday 09 November - Discussion/presentation session - Financing Fisherfolk (success stories)
- Tuesday 10 November - A fishers' field trip to a small coastal fishing area.

He indicated that Mitchell lay and Earl George would be speakers at the Fishers Forum. He also encouraged the CNFO to play a greater role in organizing the Fishers Forum for the GCFI Meetings.

4. Letters of Support

Miss Nadine Nembhard reported that the CNFO received two requests for letters of support. The entities concerned were; 1) The Caribbean Fisheries Risk Insurance Facility (FRIF) – an opportunity

for assistance from the World Bank, US Department towards risk insurance aimed at the fishing industry and 2)The Bill Fish Foundation. A letter of support was provided for The Caribbean Fisheries Risk Insurance Facility (FRIF), but not to the Bill Fish Foundation as management had some concerns about MOU. A query was raised as to whether or not the letter from the CNFO was signed and stamped with an approved CNFO stamp, to which the answer was that the letter was signed but not stamped as a CNFO stamp was not available. It was therefore suggested that CNFO acquired a stamp so that in the future such letters will be produced on the letter head of the organization and duly signed and stamped.

A representative from Antigua and Barbuda enquired of the group whether or not CNFO would consider expanding the mandate of the organization to include fisherfolk from across the region approaching a national government on behalf of fisherfolk of that nation. The representative cited a recent case in St. Vincent and the Grenadines (an impasse between fisherfolk and another party) that was brought to his attention. He enquired whether or not the CNFO could expand its mandate so that the CNFO could assist in this situation. It was pointed out that fishers in the case cited had been asked to form a group (organize themselves) to speak with one voice and address the situation but to date the fishers have been unable to organize themselves and the situation continue to be problem. The group discussed whether or not the CNFO mandate could be expanded and it was argued that: 1.The case cited was a national issue and should be addressed at the national issue and the CNFO had no jurisdiction nor should have jurisdiction in matters of a national nature 2. The CNFO operates through fisherfolk organizations and so fishers needing assistance from the CNFO should first organize themselves. To this end the CNFO should encourage the SVG fishers should organize themselves at the national level to deal with the issue. 3. The Antigua and Barbuda representative argued that on humanitarian grounds the CNFO could help so as to alleviate the suffering of the fishers, even before a group was form. The meeting did not come to a decision but decided to continue the discussion at some later time.

5. Formalization of the CNFO

Miss Nembhard informed the meeting that after several meetings this year (approximately one per month) the Articles of Association of the CNFO had been finalized and was available online. At a meeting held on the 30 July 2015 it was suggested that the organization should be registered in Barbados, Trinidad and Tobago and Antigua and Barbuda and since then Belize has also been suggested as a registration point as well. It is expected that in the first quarter of 2016 registration should be completed in at least two countries.

Some members noted that they had not examined the Articles of Association as yet and suggested that further amendments could be considered until 25 October and finalized at a CNFO meeting the week of the Caribbean and Pacific Agric-Food forum-ICTs & Fisheries workshop in Barbados in November2015.

The meeting was adjourned at 5 pm.

Project for Strengthening Marine Fisheries in The South-east Coast of Haiti

Presented by:
Wilner Romain
Fisheries Officer, Haiti

Outline

- I. Context
- II. Project Approach
- III. Areas of Intervention
 - a. Organizational strengthening of fishermen associations
 - b. Increased catches and improving safety at sea
 - c. Improved storage conditions and marketing of fisheries products
 - d. Improving the management of marine resources
- IV. Conclusion

I- Context

- ▶ The development of fishing in Haiti offers two main opportunities: 1) improving the quality of life of fishing communities; 2) increase fish production.
- ▶ Over the last fifteen years, the Haitian government has made considerable efforts to increase the contribution of the fisheries sector to the socioeconomic development of the country. Project for Strengthening Marine Fisheries in The South-east Coast of Haiti, executed by the MARNDR since 2007, with technical and financial support of Spanish cooperation is an integral part of this effort
- ▶ In February 2009, the MARNDR has officially presented its "National Action Plan for the Development of Marine Fisheries (PANDPM) with the objective of developing an improved artisanal fisheries in a sustainable manner.

II- Project Approach

- ▶ The main objective of the project is to improve fishermen quality of life. To do so, the project had to structure fishermen's organizations in order to provide adequate services to members and ensure the sustainability of the activities.
- ▶ The fishermen associations are the starting point of the structuration, and communal Unions and the Federation of fishermen.

III- Areas of Intervention

- a. Organizational strengthening of fishermen associations
We conducted a diagnostic study of each organization which helped us to develop an action plan that address challenges and needs of each fishermen association.

The steps in this phase are:

- Development of a diagnostic training document
- Training sessions for the project team
- Translation into Creole of the document
- Training sessions for the animators
- Training sessions for leaders and members of fishermen's associations
- Workshops to conduct the diagnostic process
- Drafting of the diagnostic document
- Presentation of the results

III- Areas of Intervention

- ▶ b- Increased catches and improving safety at sea
The shallow reef fisheries and coastal resources are being overexploited throughout the Haitian territory. Therefore, any attempt to increase catch in short-term and medium-term must target the unexploited resources, such as pelagic or deep marine resources. To do this, the project initially provides support to the development of FAD fishing.

III- Areas of Intervention

- › c- Improved storage conditions and marketing of fisheries products
- › To help solve the problem of marketing in the Southeast, the project provided support to improve the commercialization process. For this reason we built the Communal Fishing and Marine Center. These centers are equipped with solar freezers for fish preservation, treatment rooms, meeting room, a fishing gears shop and an office.

III- Areas of Intervention

- › d- Improving the management of marine resources
- › The project proposes an alternative approach based on a redistribution of functions that give fishermen a greater responsibility in the management of resources that they exploit. The ultimate goal is to achieve a more efficient management of marine resources through the establishment of a decentralized, flexible and dynamic co-management of marine resources, based on a communal and participatory approach

IV- Conclusion

Leadership development of fisherfolk ALG members

Developed by
CERMES, UWI Cave Hill Campus

Acknowledgements

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3

What the course is about and what we want to achieve

COURSE OVERVIEW AND OUTCOMES

4

Session objectives

- Outline the structure and content of the training, and learn of your expectations
- Share background to the urgent need to develop better leadership among fisherfolk

5

Course overview

- **What?**
 - Basic information and skills for fisherfolk leaders in order to help develop capacity
- **Why?**
 - If fisherfolk take leadership seriously they are more likely to get what they want — how, when and where they want it — and succeed in achieving their objectives

6

Learning outcomes

- Upon successful completion of this course participants will be able to:
 1. Explain the nature and best practices of leadership
 2. Apply the best practices in being fisherfolk leaders
 3. Evaluate leadership deficiencies and correct them

7

Agenda – working sessions

| Day One | Day Two |
|---|---|
| Defining and developing leadership | Working with groups and their dynamics |
| Leadership styles and roles | Leadership skills: networks, negotiation and managing conflicts |
| Leadership skills: organising, chairing and decision-making | Leadership skills: presenting, communicating |

8

Participant expectations

Having heard what the training offers, and how we will approach it, we also want to know your expectations.

Share two things with us:

What are you looking to achieve by the end of the leadership training sessions?

After the training, how do you expect to use your new knowledge and skills?

9

Images of leaders, managers versus leaders, organisational leaders

DEFINING AND DEVELOPING LEADERSHIP

10

Session objectives

- Gain knowledge and understanding of leadership in the fishing industry
- Consider what we expect of leaders, and how they differ from managers

11

What are we talking about?

Let's look it up!



- **Lead** = Be in charge of; organize and direct; set a process in motion; take someone or something all the way to a destination
- **Leader** = Person who leads a group, organization, or country
- **Leadership** = Action of leading a group of people or an organization, or the ability to do this

• (Adapted from Oxford Dictionaries online)

12

Activity



- Let us talk about what we will talk more about later!
- Pick some of the questions below to discuss briefly
 1. Who would be your example of a good leader? Why?
 2. Who would be your example of a bad leader? Why?
 3. Can a group do things well without a leader? Why?
 4. Can any group have more than one leader? Why?
 5. Can a person be a leader without followers? Why?

13

Views on leading fisherfolk? what is fact, fiction, mystery

| Read the statement — then choose which reply reflects your view > | Yes | No | DK |
|---|-----|----|----|
| 1 Fishermen are seen as being much too independent to be easily led | | | |
| 2 Fishermen work every day in teams with clear leaders (e.g. captains) | | | |
| 3 Fishermen and fish vendors do not trust each other to work together | | | |
| 4 Fishermen and fish vendors do business all the time based on trust | | | |
| 5 Fisherfolk say "unity is strength" but seldom unite to act collectively | | | |
| 6 Fisherfolk wait for everybody to pull their weight; nothing gets done | | | |
| 7 Fisherfolk are suspicious of people who try to lead (fear tricksters) | | | |
| 8 Fisherfolk like to be equal, so leaders may get held back by the group | | | |
| 9 Many fisherfolk are free-riders; like to get benefits without helping | | | |
| 10 Fisherfolk agree that good leadership is essential for their progress | | | |

14

Leadership has changed over time

Leaders of the past

- Ruled with fear and charisma
- Controlling
- Leads by own principles and values
- Were expected to have the "right" answers
- Stood above the members to command respect
- Were expected to be "superhuman"

Leaders of today

- Share power with the group
- Collaborative
- Expresses the organisation's values
- Pull together strengths and talents of the team
- Have a caring and positive attitude toward people
- Are expected to admit their weaknesses and mistakes

15

Leadership is about sharing the load

- In football "ball hogs die" — one person tries to dominate — and the whole team loses as a result
- One person should not seek or receive total responsibility for the group's success or failure
- Everyone in the team can be a leader in his or her own right, bring something unique to the table and play important role, — if they understand leadership



16

Where are fisheries-related leaders found?

Inside and outside industry

- Fisherfolk informal groups
- Fisherfolk organisations
- Fishing communities
- Fisheries businesses
- NGO support groups
- Fisheries Division
- Markets Division
- Other agencies?

...but they share qualities

- Knowledge of fisheries
- Has vision and mission
- Personally committed
- Able to inspire people
- Mostly self-organising
- Share respect and trust
- Good leadership skills
- Connected to others

17

Activity

Who is a fisherfolk leader?



Complete an advertisement for the job of **Fisherfolk Leader!**
Set out three (3) qualities of the person you want for the job
After, we will compare ideas on similarities and differences

WANTED: *One Fisherfolk Leader — the successful candidate must be...*

- 1.
- 2.
- 3.

18

Leaders look towards the future and the path that leads us there



19

Leadership is the capacity to translate vision into reality.

Warren G. Bennis



Management is what gets us there on time

20

Managers versus Leaders

Leaders of fisherfolk organisations often wear both hats



Leaders are:

- Movers and shakers: they excite others with a vision
- Concerned with how to get members to commit to goals of the organisation
- Focused on working with and aligning people to aims
- Caretakers of organisation culture, values and goals

Managers are:

- Doers: they make things happen with their skills
- Concerned with how they do things: efficiently and effectively, administratively
- Focused on detail: planning, organising and directing
- Guided by the values and direction of the leadership

21

Vision statements share what the leader and the whole group see as their future

- The best vision statements are:
 - Inspirational, clear, memorable, and concise
 - Only about 10-15 words long, future-oriented

The Nature Conservancy:

Our vision is to leave a sustainable world for future generations

Microsoft:

A computer on every desk and in every home; all running Microsoft software

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Mission statements help focus leadership, they rally the group to achieve the vision

- Developing a mission statement for a fisherfolk group can boost morale and help your members to be motivated
- A mission statement describes the active aim of your organization in a few words
- It gives your group an identity and focuses the energy and enthusiasm of members
- Mission statements highlight who we are now, what we do, who we do it for, and how we do it



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Crafting a mission takes leadership, but not as much as leading a mission!

- Mission statements should be:
 - Short, clear and concise
 - Connected to your interest
 - Passionate, heartfelt and meaningful
 - Who you are, and what you do, now
 - Not what you want to be in the future



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Examples of mission statements

Hairdresser - Our sole purpose is to provide a professional and caring service to enhance our clients' well being

Drinks Company - To create magic with our brands and customers, inspire passion in our people and deliver outrageously good results

School - Our mission is to provide a centre of excellence in which individuals are encouraged to develop their maximum potential

25

Activity



Discuss the quality of your fisherfolk organisation **vision** and **mission** statements.

If you do not have any — use the guidance above to gather in small groups and create your own.



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Leader as group motivator, sustaining fisherfolk collective action

LEADERSHIP STYLES AND ROLES

27

Session objectives

- Understand the characteristics of some different styles and roles of leadership
- Examine how the styles and roles can fit, or not fit, within the fishing industry

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Some leadership styles

- The manner in which a leader provides guidance and gets people motivated
- Some leadership styles (among many):
 - Authoritarian
 - Participative
 - Delegative
 - Laissez-faire



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Leadership styles explained

- Authoritarian (autocratic)
 - The leader tells the group what to do, and how to do it without getting advice from the members
- Participative (democratic)
 - The leader includes one or more members in deciding what to do, and how to do it



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Leadership styles explained

- Delegative (power-shared)
 - The leader allows the members to make the decisions, while providing overall guidance
- Laissez-faire (free reign)
 - The leader provides minimal guidance, letting members mostly do whatever they wish



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Activity Leadership Style



- Form pairs to identify the types of leadership style that you can detect being used the 4 scenarios described in 2 slides
- **Hint:** Scenario may contain more than one leadership style
 - Scenario 1: Mr. Marshall the new supervisor at Ready Done Fisheries has just been put in charge of the production line. He immediately starts by telling the crew what changes need to be made. When some suggestions are made, he tells them he does not have time to consider them.
 - Scenario 2: Mrs. Herbert, a business major is leading a team of research scientists working on new ways to use plastic. Although the team discusses the merits of each ideal and project, she retains the final decision making authority.

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Activity (cont'd) Leadership Style



- Scenario 3: A construction crew has worked together for the last four years with very little change-over in personnel. They always vote whenever a decision has to be made on how to proceed with the project.
- Scenario 4: Mr. Roberts a member of the Blueprint Fisheries Division is instructing the members of the Olympia Fiskerfolk Organisation about a new method for handling fish. He tells them that a certain procedure is no longer working and that there needs to be a new one. He asks the members for their feedback and asks them for their ideas on creating a new one. He then delegates the tasks to the members of the group to implement the new procedure.

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Activity Leadership Style



- When to use which leadership style? A leader needs to determine which style to use when.
- Say what style should be used in each situation below and relate it to a real fisheries scenario
 - If there is little time in which to decide before taking action is necessary, which seems best?
 - If the leader needs the understanding and buy-in of the entire group for action, which seems best?
 - If succession planning (developing new leaders) is important to the group, which seems best?

34

Collective action



- Collective action — “unity is strength”
- Collective action occurs when more than one individual is required to contribute to an effort in order to achieve an outcome that all agree to
- Fishing and fish selling can be collective action
- But we focus here on empowerment outcomes
- Capacity development for collective action
- Does not always need a formal organisation
- Collective action is by informal groups too
- Both formal and informal need leadership

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Leaders Cs the moment!

- Collective action may contain many Cs
 - Communication
 - Coordination
 - Collaboration
 - Consensus
 - Co-optation
 - Coercion
- What are the differences among them?
- Which do or should fisheries leaders use?



36

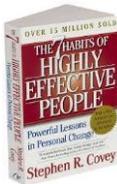
LEADERSHIP SKILLS

Session objectives

- Consider skills a leader needs to rally and focus the group
- Practise some of the skills of good leadership

Leaders organise themselves first, in order to organise their organisations

- Keep all the necessary papers, documents etc related to the organisation in the same place, easily found
- Use a book, diary or electronic device to keep track of meetings, dates, calls to make, and things to do
- Manage your time well, do important tasks first; do not sweat the small stuff that can be delegated
- Assign tasks to others, but support them in those tasks if needs be; let them know you have their back
- Keep informed about what is going on in the fisheries around the world



Activity Organising yourself – a skills inventory



1. See the section “Organising yourself – a skills inventory” in your workbook and fill out the table following the instructions
2. Share highlights of your self-assessment (e.g. new insight) with the other participants
3. Also share any ideas that you have for making any improvements in your leadership skills

Leadership in chairing meetings (1)

- Decide and write down the objectives for the meeting and the desired outcome
- Decide if the outcome can be attained without a group meeting, maybe via phone call or a one on one meeting
- Determine the topics to be covered (the agenda) and how they should be discussed
- Estimate the duration of the meeting (not over 90 minutes) so you and the attendees can plan to use the time effectively

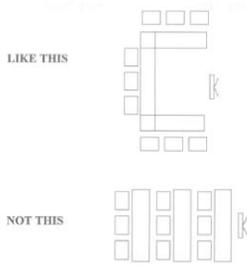


Leadership in chairing meetings (2)

- Create an agenda, list topics via importance and how much time will be spent on each
- Identify where the meeting will be held
- Prepare an opening statement on the purpose and topics of the meeting
- Share the agenda in advance so attendees can adequately prepare themselves
- Appoint someone to take notes (minutes)
- Identify attendees and decide on room set up



Example of meeting room set up



- Easy to see the chairman or the presenter as well as talk to each other
- Does not remind participants of a school classroom where they were asked to keep quiet

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Common Ground Rules:

- Attend all meetings and be on time.
- Listen to and show respect for the opinions of others
- Follow the agenda - stay on track
- The only stupid question is the one that isn't asked
- Ensure that credit is given to those to whom it is due
- No disruptive side-conversations
- Cell phones and pagers off

Leaders use ground rules to be fair to all

- Social contract amongst the participants, and with the facilitator, for the duration
- Process of negotiating and agreeing on the ground rules can be as key as the product
- Not all events need them
- If ground rules are abused it may be worse than having no ground rules at all ... be wise

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Leaders must keep members on track

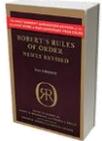
| Problem | Possible solution by facilitator |
|-----------------------------|---|
| One person talking too much | When the person pauses, ask for someone else's idea. |
| People who won't talk | Try to draw them out by asking what they think. |
| Side conversations | Ask the speaker to pause while you wait for the room to get quiet. |
| Late comers | Start the meeting on time to discourage this. If the problem persists ask the person why. |
| People who leave early | Try to end the meeting on time. Ask the person why they leave early. |
| Arguing or personal attacks | Get people to focus on the issues and ask that they treat others with respect during the meeting. |
| Straying from topic | Make a note of the item for a future agenda. |
| People who are negative | Ask the person to share something positive about an idea before stating a negative concern. |

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Leadership in chairing meetings (3)

- Follow **Robert's Rules of Order**

- Call the meeting to order
- Review and adopt the agenda
- Review matters from the previous meetings and discuss if action was taken
- Review correspondence when the secretary shares letters, email, etc. that have been received
- Dive into the topics that need to be covered for the meeting (start with most important first)
- Ask for any announcements relating to fisherfolk business from the members
- Reflect collectively on how the meeting went



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Activity challenging your chairmanship



Discuss in small groups some of your experiences of
 (a) chairing fisherfolk meetings and
 (b) being participants in fisherfolk meetings.

Divide a flip chart into two columns and record the
 (a) **positive** experiences in one column and the
 (b) **negative** experiences in the other.

We can later discuss how to address the negative experiences and build upon the positive experiences

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Leadership in decision-making

Robert's Rules of Order for general business

- Identify the first topic, state why it is important and what needs to be done about it—all briefly
- E.g. a discussion on whether or not the group should purchase their own boat haul up tractor
 - Discuss the pros and cons
 - Weigh costs versus benefits
 - Use information, be objective
 - Decide on the course of action
 - Record the reasoning and final decision in an action summary



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Table 1. Discussion about whether the group should buy their own boat haul-up tractor.

| Pros (reasons for) | Cons (reasons against) |
|---|---|
| <ul style="list-style-type: none"> •1 Cheaper in the long run than having to rent one •2 Will be available when we need it •3 May use it to earn money | <ul style="list-style-type: none"> •4 Responsible drivers would be needed •5 High cost to purchase •6 High maintenance costs |

Table 2. Cost benefit analysis regarding the purchase of our own boat haul-up tractor.

| Costs of purchase | Benefits of purchase |
|--|--|
| <ul style="list-style-type: none"> •1 \$\$ for purchase of tractor •2 \$\$ for training of tractor drivers | <ul style="list-style-type: none"> •3 \$\$ saved per day from not having to rent •4 \$\$ earned per day from renting the trailer |

Action Summary

| Action | Agenda # | Who | By when |
|--|----------|-------------------------|---------|
| Research information on tractors | 2 | George | 9/3 |
| Research costs for driver training | 2 | Wendy | 16/3 |
| Distribute posters for community meeting | 3 | Patrick, Cheryl, Oliver | 14/2 |
| Order meeting supplies | 4 | Kurt | 30/2 |

- An action summary assists with institutional memory
- Institutional memory is needed for the group learning
- Group learning is essential for supporting adaptation
- Adaptation is what keeps a group going — resilience

Leadership includes decision styles

- Groups can decide for themselves how to make their decisions. Here are some ways:
 - Leader has the only say
 - Quick, critical, decisions within competence
 - Leader has the final say
 - Members may advise, but only leader decides
 - Majority rules in voting
 - Members collectively decide; most votes wins
 - Consensus/unanimous
 - Gives equal power to members; all must agree

Leadership includes decision styles

| Decision method | Possible effect on the group |
|---------------------------------|---|
| Leader makes the final decision | Group behaves passively but may be upset as the leader acts without being challenged |
| Majority vote | The majority will be pleased; the minority may feel disgruntled when their ideas are voted down and may undermine decision |
| Consensus decision making | The group may be more cohesive and each person should feel more empowered; but some may be frustrated with the time and energy required to reach a decision |

Activity decision-making



Discuss in small groups some of your experiences of decision-making (or the lack of decisions) in fisherfolk meetings.

Divide a flip chart into two columns and record the positive experiences in one column and the negative experiences in the other.

We can later discuss how to address the negative experiences and build upon the positive experiences.



Participation in groups, developing the group and group development

WORKING WITH GROUPS AND THEIR DYNAMICS

55

Session objectives

- Gain insight into how groups work or do not work — aspects of group dynamics
- Consider the strategies that leaders may use to deal with, and make the best of, groups

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Leadership encourages motivation

- People cannot be motivated; they must motivate themselves based on the environment and their values
- A leader must be motivated in order to motivate members of the group
- Motivation underlies the desire or willingness to do something, to act
- It is a determining factor for the level of success a group achieves
- Motivation may be sustained through success and appropriate recognition



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Leadership encourages motivation

- Factors that may influence motivation
 - Values
 - Purpose
 - Challenge
 - Camaraderie
 - Responsibility
 - Achievement
 - Recognition
- Members become more motivated when their personal purpose and that of the group align



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Groups that tend to work well

- Groups that are most unified and harmonious tend to have certain characteristics:
 - Similar kinds of professions, beliefs, etc.
 - Similarity in age, culture and background
 - Regular communication among themselves
 - Small enough in size to act collectively
 - Full member participation when required



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Importance of group participation

- Each member of the group has a “piece of the puzzle” and needs to come together to decide or understand something.
- Encourages members to be true to themselves and identify problems
- Reduces isolation of group members
- Allows the group to gather more information and make unified decisions
- Raises awareness and encourages changes in behaviour
- **More effective as they can work as a team!**



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Benefits and costs of participation

Benefits of participation

- People will feel appreciated if they are listened to and will be more willing to give their time an energy
- People will feel more willing to follow through with plans when they are a part of creating them
- Problems can be solved easily when they are more options to solving them

Costs of participation

- It takes more time to hear everyone's input and find solutions that everyone will accept
- Members may want to participate, but may not have enough knowledge on the issue
- Some people may not be accustomed to working this way and prefer to follow the leader

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Activity group dynamics



Recall a time when you were involved in a group activity. Discuss the following.

1. What was the composition and size of the group — was it diverse or very similar?
2. How did the leader encourage the members to participate? — style or techniques?
3. How did the group members respond to him or her? — were they motivated or not?
4. What were the costs and benefits of participation in the activity? — was it worth it?



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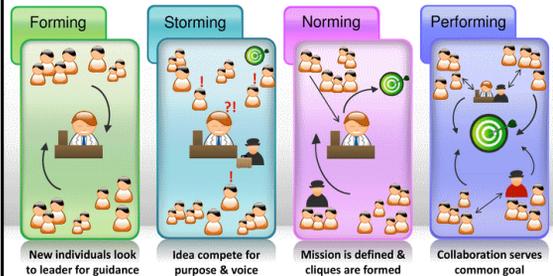
Leaders understand group development

First Four Stages of Group Development (Tuckman 1965)

1. **Forming**: when the group members are trying to understand the situation they are in and what they have to do etc (dependent on the leader)
2. **Storming**: when group members begin to challenge the work, the methods and sometimes the leader (conflicts and hostility)
3. **Norming**: when conflicts begin to get smoothed out and members support each other, expressing their own opinions
4. **Performing**: when the group works well together and are satisfied with their development

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Tuckman's Group Development Stages



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Encouraging group development

- Being a participant observer
 - Participates and observes what is going on in the group (pays attention at all times)
- There is no such thing as a leaderless group but new leaders will evolve as the group develops
- Conflict can be positive and is natural however it must be controlled and monitored

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Encouraging group development

- A sense of unity and cohesiveness in a group means the group has a good atmosphere where members can express themselves freely
- Encouraging members to reflect on how they work with each other and give the group power
- The overall goal is to enable the group to as often as possible operate in Stage 4 (Performing)

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Activity group development



Discuss the following based on your personal experience:

1. When you have seen groups that WERE NOT doing well — what was going on?
1. When you have seen groups that WERE doing well — what was going on?
2. What are three ways in which to encourage and nurture group development?

67

Leaders make use of facilitation

- Facilitation helps exchanges, meetings or decision-making to run smoothly and reach desirable ends.
- Facilitation, by itself, does not mean problem-solving. It is not the same as chairmanship, resource person, etc.
- The role of the facilitator is not to control a group or make final decisions on anything— it is to guide.
- The facilitator is trained to be responsible for ensuring that group processes are inclusive, productive, and effective.



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When do leaders find facilitation to be useful?

- Meetings or workshop occur for a number of reasons where participants are called upon to:
 - make decisions
 - share information
 - plan work
 - create buy-in
 - solve problems
 - learn from one another
- Facilitation can be useful for these and more
- A leader may not facilitate, but needs to be able to distinguish good facilitation from other things



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A good (trained) facilitator (1)

- Distinguishes process from content
- Manages the client relationship
- Prepares thoroughly for the session
- Uses time and space intentionally
- Evokes participation and creativity
- Maintains objectivity at all times



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A good (trained) facilitator (2)

- Reads underlying group dynamics
- Releases blocks to the process
- Adapts to the changing situation
- Shares responsibility for process
- Demonstrates professionalism
- Shows confidence and authenticity
- Maintains personal integrity



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Activity feeling the facilitation

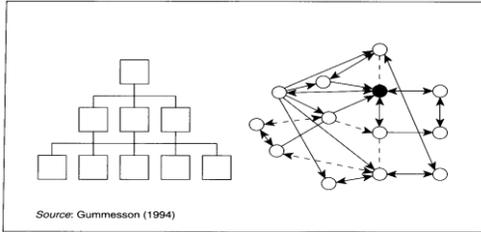


Working in small groups, discuss your experiences of facilitation.

1. What do you think was proper facilitation?
2. When did you think that facilitation did not work — what went wrong and why?
1. How would you go about facilitating, or seeking trained facilitation for, a fisherfolk organisation activity?

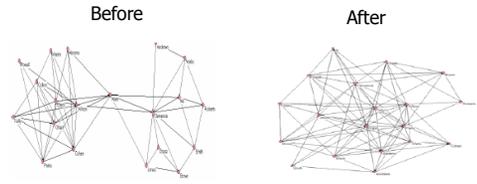
72

Leaders analyse formal structure to find the social networks that get things done



What are the social networks in your organisation?

Leaders use network thinking to mend groups that are fractured



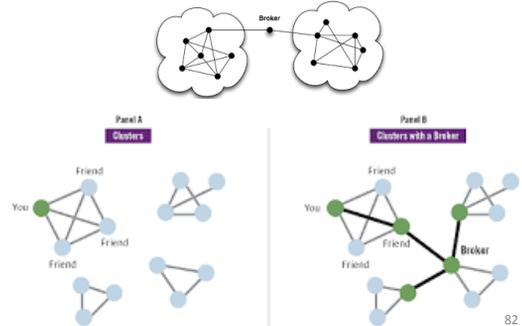
1. Uncover networks
 2. Analyze networks
 3. Change connectedness
- Anklam & Welch 2005

Leaders network to build capacity

- Interact to exchange information and ideas among individuals or groups that share a common interest or very different interests
- Arrange after events so your group members share with others or specially invited guests
- Form alliances (ties) with organisations that can be beneficial to your vision and mission



Important concept of a "broker"



Leadership in networking

Improve the quality of your networking:

1. Take time to make a real connection (build a reputation for sustaining your network ties)
2. Make your case for building a relationship
3. Treat networking as investment
4. Exchange stories and interests
5. Respond to others' invitations
6. Follow up but **DO NOT** bombard



Activity networking for leadership



In small groups discuss the various ways in which you would use networking to improve the practice and results of your leadership of a fisherfolk organisation.

What steps would you take?

What challenges would you expect to face?

How would you overcome those challenges?

What is good negotiation? Getting to Yes — without giving in

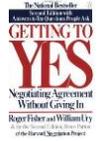
Any method of negotiation may be fairly judged by three criteria:

1. it should produce a wise agreement, if agreement is possible (mutually respected)
2. it should be efficient (not waste time and resources going around in circles, delays)
3. it should improve or at least not damage the relationship (reduces chance of conflict)

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Getting to Yes — without giving in

- Using these criteria, compared to soft or hard, there is a third, better approach to negotiation
- **Principled Negotiation**
 - both hard and soft aspects to it
 - decides issues on their merits
 - looks for mutual gains wherever possible
 - insists that results be based on fair and independent standards (seeking equity)
 - addresses both substance and procedure



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Stages of Principled Negotiation

The 3 stages to Principled Negotiation:

1. Analysis — try to diagnose the situation
2. Planning — plan and come up with additional options and additional criteria
3. Discussion — actual communication and negotiation, seeking agreement



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Principled negotiation

The 4 main principles to follow:

1. [P] People — separate the people from the problem
2. [I] Interests — focus on interests, not positions
3. [O] Options — generate a variety of possibilities before deciding what to do
4. [C] Criteria — insist that the results be based on some objective standard

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Separate the PEOPLE from the PROBLEM

- Separate the relationship from the substance; deal directly with the people problem
 - If **perceptions** are inaccurate, look for ways to educate.
 - If **emotions** run high, then find ways to let all involved let off some steam.
 - If **misunderstanding** exists, work to improve two-way communication
- Collaborate on the search for a fair agreement

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Focus on INTERESTS, not on POSITIONS

- Interests define the problem and possible solutions
- Position may obscure what the group(s) really want
- How to identify interests?
 - Ask "Why?", "Why not?"
 - Acknowledge multiple interests
 - Take care of basic human needs
- Talk about interests
 - Make your interests clear and specific
 - Look forward, not backward; be tough but flexible
 - Be hard on the problem, soft on the people



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Invent OPTIONS for MUTUAL GAIN

Obstacles

- Premature judgment
- Searching for the single answer — one remedy
- The assumption of a fixed pie
- Thinking that solving their problem is their problem — not yours

Overcoming

- Invent first, decide later — do not jump early to conclusions
- Broaden options — use brainstorming etc.
- Search for mutual gains
- Make their decisions easy — seek a good fit

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Activity

fishing access negotiation (1)

- *If two countries are trying to reach a fishing access agreement, what are some potential options for mutual gain worth examining?*
- Each table has three (3) minutes in which to brainstorm the areas for possible negotiation
- Record them quickly on a sheet of paper or in your leadership training workbooks.

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Use objective CRITERIA for a FAIR OUTCOME

- Commit to reaching a solution based on principles by developing or adopting independent objective criteria
- Fair standards: market value, scientific judgment, professional standards, moral standards, tradition...
- Fair procedures: “one cuts, the other chooses”, “taking turns”, “drawing lots”, “letting someone else decide”...
- Negotiate with the objective criteria in the forefront
 - Frame each issue for use of objective criteria
 - Reason and be open to reason; be creative
 - Never yield to pressure, only to principle

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Activity

fishing access negotiation (2)

Use the case of a fishing access agreement between two countries to suggest fair standards and fair procedures

Fair standard

- Fish catch limit must be set to try to avoid overfishing
- Boat licence fee must be no more than 10% of net profit

Fair procedure

- Use best available scientific data from agreed experts
- Use the accounting rates of return for main boat types

- Offer two other examples

- Offer two other examples

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Best Alternative to a Negotiated Agreement; always have a BATNA

- Why is a BATNA useful?
 - Protect you against making an agreement you should reject; one that makes you worse off
 - Makes the most of the assets you do have now
- Develop your BATNA based on the principles
- Judge every option against your BATNA
- Consider the risk of exposing your BATNA
- Consider what may be the other side's BATNA
- Formulate a trip wire or trigger for your BATNA

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Leadership in managing conflicts

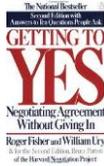
- Conflict is inevitable when working with others
- Since people have different values, beliefs and viewpoints, under some circumstances those differences escalate to conflict (violent or not)
- How you handle that conflict, whether internal or external, determines whether your group is resilient or it contributes to the group's demise
- Listening is extremely important in managing conflicts as it reduces the chances of people being misunderstood and making things worse

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Conflict management as negotiation

Leaders must know which conflicts can be managed

- Conditions that facilitate conflict management:
 - All the disputing parties are well known
 - Willingness to examine several solutions
 - Reaching a solution is important for all
 - Parties trust conflict management method
 - A mutually beneficial outcome is a possibility
 - Parties have clear authority to make deals
 - Funds, time and other resources are available



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A scheme for thinking about conflict modes and trade-offs between cooperation and assertion



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Conflict management as negotiation

Sources of conflict

- Relationships
- Information
- Interests
- Structures



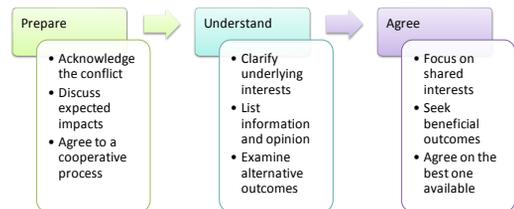
Process of management

1. **Initiation**
2. **Preparation**
3. **Negotiation**
4. **Agreement**
5. **Implementation**



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Leadership in managing conflicts — Managing conflict: 3-stage approach



If negotiation is not successful, the leaders may turn to mediation or arbitration for a decision

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Presenting, communicating

LEADERSHIP SKILLS

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Session objectives

- Refresh the art of communication and the presentations that demonstrate leadership
- Practise some of the skills of good leadership

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Leadership in communication (1)

- Use eye contact when speaking or listening to persons be sure to glance around to everyone
- Speak at a level that is pleasantly audible, not too soft or loud, speak clearly and with confidence, be assertive not passive or aggressive
- Be open about your feelings and speak up but express yourself respectfully
- Ask questions or ask for help — nothing is wrong with saying “I don’t know” or asking for assistance
- Admit mistakes and approach everyone equally

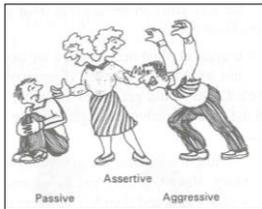
103

Leadership in communication (2)

- Listen carefully to what someone else is saying provide feedback and be willing to receive it
- Praise others and acknowledge when something is done well to encourage them
- Be willing to receive and give constructive criticism; gives insight into how one or others can improve
- Be extremely conscious of your body language, posture and movements. Avoid folding your arms (stubborn) and pointing your finger (aggressive)

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Styles of communication



Good leaders are usually assertive communicators. neither too passive nor too aggressive — balanced

Discuss some of the communication styles you see

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Leadership in presentations (1)

- Most important — be, or seem, enthusiastic about the topic
- Know the objective of the presentation and make it clear to the audience
- Develop an opening that catches the audience’s attention; try to keep it
- Use effective body language; eye contact, good posture, using your hands to highlight the key points



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Leadership in presentations (2)

- Make it interactive and add in a few activities to engage the audience
- Speak clearly, with confidence and loud enough for the audience to hear but vary your tone to keep them interested
- Pay attention to how the audience is receiving your presentation; whether they are showing interest, fidgeting or talking
- At the end of the presentation ask for feedback so you can continue to make improvements to your style



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Activity Communication and presentation



1. Within small groups choose a topic to be presented to the other participants
2. Review the communication and presentation guidance
3. Use it to practice what you learnt by selecting one of your group to make a brief (e.g. 2 minute) presentation to all colleagues. (For example, you can present on the types of fish you catch or sell; or improvements that you would like to see in the fish market or in your own fisherfolk organisation, etc.)
4. After all of the presentations are made, discuss each one and offer constructive criticism

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CANARI/CNFO/UWI-CERMES/PANOS/CRFM: Strengthening Fisherfolk to Participate in Governance

Third Regional Caribbean Fisherfolk Action Learning Group (FFALG) Workshop

October 5- 8, 2015

Antigua and Barbuda

Workshop evaluation form

1. Did you find the workshop objectives were achieved? Please rank for each objective and explain your answer. **Rank on scale of 0 to 4**

0 = not at all useful 1 = slightly useful 2 = moderately useful 3 = very useful 4 = extremely useful

| Objective | Rank 0 to 4 | Please explain your answer / give us any comments |
|---|---|---|
| <p>By the end of the workshop, members of the Fisherfolk Leaders Action Learning Group would have:</p> <ul style="list-style-type: none"> reported on their participation as fisherfolk in policy and decision-making processes | <p>3, 3, 3, 3, 3, 4, 4, 4, 3, 4, 3, 4, 3, 3, 3, 4, 3, 4, 3, 3, 3, 3</p> | <ol style="list-style-type: none"> Clear. The workshop clearly underlined the way forward on policy in decision making Took part in several decision-making processes. The training will assist me to contribute beneficially to some – still have a way to go I plan to meet with members of my fisherfolk organisation to share information with them. A continued process of learning since the first FFALG It was very good Through the training I received these workshops have prepared me and my organisation to participate in decision-making. Good information The plans were clear and concise The group participation was very useful, especially the guidelines on to how to manage and build a better organisation. The time is too short for some of the topics |
| <ul style="list-style-type: none"> identified lessons learnt and made recommendations for priority actions by fisherfolk to support the objectives of the <i>Strengthening Caribbean Fisherfolk</i> | <p>3, 4, 3, 3, 4, 3, 4, 3, 3, 4, 3, 3, 3, 3, 3, 4, 3, 4, 3, 3, 3, 3</p> | <ol style="list-style-type: none"> Need the bottom to top policy to achieve proper governance |

| | | |
|--|---|---|
| <p><i>to Participate in Governance</i> project and other CNFO related projects (e.g. ECMMAN and CLME+ Project);</p> | | <ol style="list-style-type: none"> 2. The roles of C.N.F.O. and CLME and ECCMAN were clearly outlined 3. Had some input in priority actions. 4. Exchanges with participants 5. Access of funding 6. More needs to be done to make access to funds easier 7. Building more communication 8. Fishers are mainly the resource users and as such they need to participate 9. So that CANARI could be better informed and prepared for the final FFALG 10. Respect to all sharing experience 11. The capability of our members to participate in governance is now being seen 12. Together we achieve more 13. Excellent 14. To inform and share information in various groups and cooperatives as to the SSFP etc. 15. If we work closer together with those groups, we can achieve more. |
| <ul style="list-style-type: none"> • participated in the review of key fisheries policies (e.g. Small-scale Fisheries (SSF) Guidelines, Caribbean Community Common Fisheries Policy) and projects and determined the implications for sustainable small-scale fisheries development in the Caribbean; | <p>3, 4, 3, 3, 4, 3, 3, 3, 3, 3, 3, 3, 4, 3, 4, 4, 4, 4, 3, 4</p> | <ol style="list-style-type: none"> 1. Guidelines are clear. 2. The facilitator did a very good presentation. 3. Made some suggestions during SSF. 4. We received the Caribbean community common fishing policy and made recommendations 5. Collaborating 6. To make decisions at the National level with DDF and cooperatives. To inform practicing fisherfolk. 7. Small scale fisheries must come together 8. From what I have learned and what I see happening not much of the guidelines are in use. I think we need revenue |

| | | |
|---|--|--|
| | | <ol style="list-style-type: none"> 9. Fishers are now more able to take part in these processes based on their reports 10. Although we have similar fisheries, each island has different levels of importance 11. These policies will be at the forefront at all meetings because many will use them. 12. Based on the political environment I don't think we are in a position as yet to make any changes. |
| <ul style="list-style-type: none"> • determined the way forward for the formalisation of the CNFO; | <p>4, 4, 4, 4, 4, 2, 4, 4, 2, 2, 3, 4, 3, 3, 4, 3, 3, 4</p> | <ol style="list-style-type: none"> 1. CNFO mandate is also very clear. 2. CNFO clearly outlined their way forward 3. Took part in the formalization process through google hangout meetings 4. More work has to be done to achieve this objective 5. Strengthening fisherfolk leader and co-operatives 6. CNFO cannot be part of fishermen 7. To be finalised by CNFO at subsequent meeting in Barbados 8. Strengthening Caribbean fisherfolk 9. I believe their mandate needs expanding 10. We now all come to one agreement and know the way forward 11. We need to focus more on strengthening the weak areas 12. Registration of organization 13. CNFO determined a way forward 14. Need to be more informed about situations happening around us. |
| <ul style="list-style-type: none"> • developed their leadership capacity | <p>4, 3, 4, 3, 4, 4, 4, 4, 3, 3, 4, 3, 4, 3, 4, 4, 4, 3, 4</p> | <ol style="list-style-type: none"> 1. The information on leadership was clear. 2. Patrick did an extremely good job on delivering. |

| | | |
|---|--------------|---|
| | | <ol style="list-style-type: none"> 3. Learnt a lot from the 3ALG workshop – developed confidence and skills in regard to being a fisherfolk leader 4. I learn a lot about leadership characteristics 5. It was very helpful 6. Power and skill values 7. Very important to know that all fishers are leaders 8. A gradual process of learning to deal with leadership 9. Learning more how to develop fisheries 10. I know that I am a much better leader now than I was before 11. Because of this workshop I am a more capable leader with more understanding of what to do as a leader. 12. More persons need to be trained to have good succession planning 13. Practice being assertive 14. As individuals we need to be more involved and practical |
| <ul style="list-style-type: none"> • undertaken a participatory evaluation of key issues facing a fisherfolk organisation in Barbuda | 4, 4, n/a, 2 | <ol style="list-style-type: none"> 1. They need to put their card on the table and prepare to listen to each other to find a solution. |

2. What is the most important thing that you learned / understood / felt from this workshop?

1. The need for quality leadership is of utmost importance.
2. How to be more developed as a fisherfolk leader
3. How to benefit from policy decisions
4. Different leadership styles and when they should be used
5. Learned ways to better solve conflict management issues
6. Learned how to communicate better with members
7. Learned some of my flaws and will try to work and correct them.
8. Need for and importance of networking
9. Leadership qualities and capacity to lead a good negotiation
10. Leadership skills
11. Willingness of fisherfolk to work together
12. That we have to deal with image at all levels of operation.
13. Good leadership is key to organising fisherfolk
14. How to be a better leader and also how to influence decisions

15. The importance of communication as a leader and the value of a good leader
16. Understanding of the process
17. The refresher was good. Something I already knew and learned just by experience, but to have it confirmed by theory was good.
18. The leadership sessions were very good.
19. A better understanding of leadership and using networking as a tool.
20. A better appreciation for the vision of an organisation.
21. The true role of a leader and how to apply the information shared and given to the management of the fisherfolk organisation
22. How to handle groups when the situation arises.

3. What did you like about this workshop?

1. It had clear ground rules
2. Interaction was good
3. Working groups interacted well
4. I liked the approach. The interaction was mixed with humor.
5. Very informative and I like the facilitators, they were very clear on their topics.
6. Information was there for me to make use of – the ALG members were friendly and fun to be with.
7. There were many tools available to improve my ability as a fisherfolk leader and my organisation.
8. Time was managed well, lessons ended each day at a reasonable time to allow for personal activities / informal networking.
9. Participatory approach used by Patrick and exercises to better understand
10. It was interactive and clear to understand
11. Informative and participatory
12. The atmosphere, participants' eagerness to learn.
13. Learned more about how to be a good leader
14. The exercises
15. It was straight forward. What we were taught is what we need to put into practice.
16. The participatory approach/involvement of the participants
17. The interaction
18. I liked that the workshop was not too long with days and time.
19. The easy communication and friendship
20. It was well attended and I gained many new ideas and knowledge.
21. The wealth of relevant information and the connection to others. Networking
22. The work is very useful but, some of the topics needed more time for explanations.

4. What did you dislike about this workshop?

1. Set breaks to allow for more personal interaction on topics.
2. I appreciated all aspects of the workshop as they were all relevant to my work as a fisherfolk leader.
3. Break-time intervals should be at least after every 45-60 minutes.

4. Some sessions could have gone more in depth – some parts were rushed but I still managed to grasp the core.
 5. I did not get to see Nicole.
 6. Nothing, it was very informative (sharing knowledge and experiences).
 7. There was nothing that I disliked, but the room could have been better prepared.
 8. Long hours (meetings)
 9. The per diem was too small for the fishers
 10. Venue
 11. Nothing
 12. The hotel was too far from others, we couldn't purchase dinner
 13. Too many acronyms (my first workshop of this nature)
 14. Nothing most relevant
 15. The amount to intake in too little time.
5. Which sessions did you find particularly useful:
1. Leadership training.
 2. The leadership presentation / using MSC
 3. The leadership for fisherfolk
 4. Sessions on developing leadership skills on conflict management/MSK sessions.
 5. Sessions 2, 6, 7.
 6. Leadership
 7. Negotiation
 8. Communication
 9. Principles of negotiation
 10. Leadership skills
 11. Not one in particular, but all
 12. Leadership development
 13. All was very good
 14. Leadership training
 15. All the sessions were very useful
 16. Leadership; development, roles, styles, etc.
 17. Leadership importance in succession planning
 18. Negotiation and conflict resolutions
 19. The leadership session
 20. The leadership session
 21. Leadership
 22. How to handle organisations
6. How could the workshop have been improved?
1. Using videos to help getting information across.
 2. More time/days would have improved on touching on other important issues and more video presentations would have been superb.
 3. Some sessions could have been more in depth – more reading materials
 4. Perhaps a formal session on specific strategies, techniques, etc. that work in each NFO, as to communication, networking, advocacy, motivation etc.
 5. I don't know

6. More information sharing
7. Urge participants to be on time. Organisation was good.
8. All was acceptable
9. Shorter meetings
10. More group work
11. More activities and interaction
12. Workshop was okay but the hotel was far from town but nice enough.
13. Invite and accommodate other members of fisherfolk organisations to take part. Members that leaders see as possible successors.
14. Unable to comment, it was more than I expected.
15. Because of the amount of things to take in you need more time.

7. How would you rate the following areas of the workshop structure and delivery? Please tick one for each area.

| | Very Good | Good | Fair | Poor |
|-------------------------|-----------|------|------|------|
| Clarity of objectives | 13 | 7 | 1 | |
| Content | 11 | 10 | | |
| Materials | 8 | 11 | | |
| Facilitation | 17 | 4 | 2 | |
| Relevance to your needs | 16 | 4 | 1 | |

- 7a. Do you have any additional comments on the above?

1. Perhaps a formal session on specific strategies, techniques, etc. that work in each NFO, as to communication, networking, advocacy, motivation etc. could have been included
2. Perhaps a review of specific issues in fisheries legislation, from member states (done by experts before) to identify what is missing and could be a focus of advocacy without re-inventing the wheel.
3. Facilitation has been the highlight of the workshop thanks to Patrick.
4. We must stay together
5. This has gone a long way in helping me to improve. I know things I can improve with my organisation.
6. I would like the assistance of CANARI to assist the national cooperative in getting funding to train more leaders in our countries to be better
7. Have more activities - group sessions
8. Disappointed that the trip to Barbuda did not materialize.
9. The fisherfolks should be looked at different to other participants because they have employment (money)

8. What is one thing that you will apply from the workshop in your organisation's work?

1. Skills gained from leadership training.

2. Most of the leadership exercise to improve on my skills as a leader and try to get better participation from the fisherfolk.
3. I would apply leadership in managing conflicts.
4. Be able to solve problems more efficiently.
5. Network chart for the development of a communication plan.
6. Leadership style and negotiation capacity.
7. All if possible
8. Communicating motivation
9. Use the leadership training when meetings are organised to form fisherfolk organization.
10. Continue the dialogue with both department of fisheries and primary and secondary co-op bodies.
11. Coming together
12. The leadership skills
13. Leadership training
14. How to be an all-round leader to assist my member to uplift the fishing industries by NGO's
15. Leaders vs managers style
16. Successional planning
17. Minute's preparation. Not a journal, just decisions and important points.
18. Leadership and negotiation principles learned
19. Networking – seeking better ways to effectively communicate.
20. Setting realistic goals and a clear vision for the cooperative.
21. Finance assistance

9. What would prevent you from applying the ideas discussed in this workshop?

1. Nothing really
2. Getting fisherfolk to participate in the activities.
3. Illness.
4. I think nothing – maybe laziness on my part.
5. If I don't get the promised digital content of the workshop. But I will get it, so no problem
6. None
7. None
8. Nothing
9. Nothing
10. Could not think of anything but there is always something.
11. Getting members of the fisherfolk organisation to participate.
12. Money – funding for workshop
13. Available human resources
14. Nothing
15. Nothing
16. I will try to apply them. Only unforeseen things would stop me
17. Nothing. Will be in contact for all information that will improve our cooperative
18. If there are no participants and materials are valuable.

10. What recommendations would you like to make for this project?

1. More participation from other stakeholders.

2. Fisherfolk are given a per diem for their participation in the project as oppose to just food money. Fisherfolk give human service to the delivery of this project.
3. Presence of more participants from the other islands from their cooperatives and fisheries and tourism sectors.
4. Be held more often – every 6 months, all ALG leaders must communicate more with each other.
5. Perhaps a review of specific issues in fisheries legislation, from member states (done by experts before) to identify what is missing and could be a focus of advocacy without re-inventing the wheel.
6. Continue to work in collaboration with the partners (fisherfolk organisations) during the implementation of the project.
7. The next level
8. More on development of cooperatives and solutions to help them build.
9. Re-opened the grant to submit project. Suriname was not ready at that time.
10. That further support be sought to continue the development process of fisherfolk
11. Keep it coming (the knowledge that is)
12. Ensure that all participants get the information that was used in the workshop so that we can assist our primary and national cooperatives.
13. After the project there is a program for continuity.
14. We must work harder to make it successful
15. A participant spoke about building on more communication with members
16. The negotiation concept should be worked in again in the next session of the workshop
17. Only to visit the various countries and conduct some follow up.
18. Work at the time available to work. Too much work for such a short time.

Thank you!